



Baslow St-Anne's ANTI-BULLYING POLICY



Growing healthy minds and hearts together



"Life in all its fullness"

**(To be read in conjunction with the
Behaviour Policy)**

Approved by:

Anti-Bullying Leader – Mrs Marie Clark (Headteacher)

Anti-Bullying Deputy Leader – Mr Osborn (Deputy Headteacher)

Anti-Bullying Key Role Governor –

Version/ Issue	Date	Author Minute Number	Reason for Change
2	6/9/17	M Clark	Additional awards and values added
3	26/9/18	M Clark	Revised values, vision & principles
4	20/3/19	M Clark	Change of KR Governor
5	11/5/21	M Clark Agreed PHSS – 04/phss/05/21	Updated Pupil Voice
6	15.2.22	M Clark	No change
7.	29.6.23	M Clark	Update to Pupil Voice & recording of incidents

8.	26.06.2025	M Clark 04/PHSS/0625	Update to Pupil Voice 2025
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Principles and Values:

At Baslow St. Anne’s Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead ‘a life in all its fullness’, nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that we will respond promptly to known incidents of bullying. **Bullying will not be tolerated.** The school constantly seeks ways to counter the effects of bullying that may occur within school or in the local community and ways to prevent it happening; working with both the perpetrator and victim of the bullying. Our strong ethos fosters high expectations of outstanding behaviour and **respect for all** and we will consistently challenge any behaviour that falls below this. Our ethos is also strongly underpinned by the philosophy ‘every child matters’.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. The aim of this policy is to work together to ensure that our school is a safe and happy place for both children and adults.

What Is Bullying?

At Baslow St. Anne’s, we define bullying as:

“Unacceptable behaviour, which occurs more than once, with the intention to hurt another individual or group.”

Bullying can be short term or continuous over a long period of time.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (eg: hiding belongings, making threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence

Racial	Racial taunts/abuse, graffiti/pictures, exclusion, racial language
Sexual	Unwanted physical contact or sexually abusive comments
Direct/indirect name calling	Name calling, sarcasm, spreading rumours, teasing
Cyber	Misuse of any part of the internet to abuse others: e-mail, internet-chat, social media, mobile text messaging and calls; misuse of associated technology , i.e. camera and video facilities, Ipad, games consoles etc.
Homophobic	Focussing on sexuality (could include any of the above)

Victims may be targeted because of:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, e.g. young carers or poverty
- Sexual orientation (homophobia)

However, bullying can also take place for no particular reason. Bullying can take place anywhere: in the classroom, playground, toilets, on the journey to and from school, on residential trips or in cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This imbalance may be due to:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity (especially in cyber bullying)
- Perceived status in the social hierarchy

Staff must remain vigilant to bullying and act swiftly. Children may not be aware that they are being bullied, perhaps because they are too young or have a level of Special Educational Needs which means that they may be unable to realise what others are doing to them. Staff must be aware of those children who may be particularly vulnerable: those coming from troubled families, or those responding to emotional problems or mental health issues of their own which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. **Everybody** has the right to be treated with **respect** and we all work hard to ensure that all pupils at Baslow St. Anne's C of E feel secure, are confident and are happy to come to school. Pupils

who are bullying need to learn different ways of behaving and have their motives investigated and strategies put into place to support the individual, so as not to bully again.

Signs and Symptoms for Parents and Staff

A child may show signs that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- self-harms
- cries themselves to sleep at night or has nightmares
- regularly feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- frequently has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- repeatedly "loses" money
- has unexplained cuts or bruises
- comes home hungry (money / lunch may have been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating, or displays changes in eating habits
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber- message is received
- avoids eye contact
- becomes short tempered
- exhibits a change in attitude to people at home
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Reporting of Bullying

We encourage the children to report any incidents of bullying, both low-level and high-level. They should talk to a member of staff, as soon as possible, so we can act immediately. 'Worry Boxes' (or equivalent, age appropriate systems) are also prominent in every classroom, in case children prefer to write their concerns down. We also encourage dialogue with parents, and will always make time to meet and discuss concerns if an issue has come to light at home.

A log sheet is used to record incidents of bullying and gain a chronology of behaviour (see Appendix 2). This is completed by staff or the Headteacher and a meeting is held with the parent of the victim and the perpetrator (separately) to ensure parents have been informed and the next steps of action are consistently put into place. This links with the home school agreement for parents to support the school to ensure that any incidents of bullying stop immediately.

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff, and parents will be kept informed.

Wherever possible, behaviour will be altered and the pupils will be reconciled through mediation, support and education by school staff, with parental backing. Often, discussions about the behaviour, a genuine apology and subsequent monitoring will be enough to resolve the matter and ensure that bullying does not continue. In some cases, outside agencies (e.g. police counsellor) may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. In serious cases (this is defined as children displaying an on-going lack of response to sanctions, i.e. no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour support, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must record and report each incident. In the case of racist bullying, this must be reported to the Headteacher, logged and reported to County.

General inappropriate behaviour is recorded in the Behaviour Log (this would include incidents where staff have become involved and had to speak with children, and/or where parents have raised concerns regarding behaviour).

Confirmed cases of bullying must be recorded on a Bullying Log Sheet (see appendix 2). Incidents will be discussed with all relevant staff and parents of the children involved, so that everyone can be vigilant and prevent further bullying from happening in the future. Incidents of bullying will be discussed with the Governing Body (through the Headteacher's report), the Safeguarding sub-committee and the Key Role Governor. Records will include details of sanctions and reconciliation. **Feedback from parents on the effectiveness of the school's policy and actions applied will be gathered.**

Prevention

At Baslow St. Anne's C of E, we support children in preventing and understanding the consequences of bullying in a variety of ways. These include:

- Collective Worship,

- PSHE lessons (JIGSAW scheme of work)
- Picture News
- SMSC Curriculum
- The school vision and aims
- Behaviour charter
- Enrichment Weeks
- Ambassadors
- Anti-bullying Week
- Playground Leaders
- E-Safety days
- Worry Boxes
- Buddy Bench
- Social and Nurture Buddies
- Pupil questionnaires
- Gold Book Award
- Values Award
- The school website

The School Council plays a large part in sharing the pupils' voices, and their suggestions and concerns are acted upon swiftly by staff. (See Appendix 1 for discussion and ideas from the pupils.)

The ethos and working philosophy of Baslow St. Anne's means that all staff actively encourage children to have respect for each other and for other people's property. Good, kind and polite behaviour is regularly acknowledged and rewarded. Staff will regularly discuss bullying, which makes it clear to children that we take it seriously; it also leads to open conversations and empowers children to report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme, in line with our vision and aims, our Church morals and values and high expectations of learning. Baslow St. Anne's is fully inclusive and will support each and every child as an individual. The anti-bullying policy and procedures are closely linked and should be read in conjunction with the Behaviour Policy.

Staff must be vigilant regarding groups of friends together, to ensure that the dynamics remain positive. Friendship groups may bring about an imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be 'best friends' with everyone else, but they must be respectful of everyone else's feelings. That they show friendly behaviour, showing respect, kindness and an understanding of diversity to one another.

Children are actively involved in the prevention of bullying in various ways, including:

- Discussing and contributing to the whole school Behaviour Charter
- Writing a class behaviour charter
- Actively taking part in their JIGSAW PSHE scheme of work
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about dealing with bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- creating an item for the school website.
- Using supportive dialogue tools such as worry boxes

Advice to Children

If you are being bullied, then there are several things you can do:

- Tell a friend
- Tell your School Council rep., Nurture/Social Buddy or Ambassador
- Tell a teacher or adult whom you feel comfortable to tell
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home
- Discuss it as part of your PSHE time
- Ring ChildLine (0800 1111) and follow the advice given

Advice to Parents

As the parent of a child whom you suspect is being bullied:

- Report bullying incidents to the class teacher or Anti-Bullying Lead (M. Clark)
- In cases of confirmed bullying, the incidents will be recorded by staff and the Headteacher notified.
- In confirmed cases parents will be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate, police will be consulted
- The bullying behaviour must be investigated and the bullying stopped quickly
- We will put in steps to help the child using unacceptable behaviour change their behaviour towards others, whilst investigating why this might have occurred
- This process will be closely monitored by staff and the Headteacher and the parents kept informed

HELP ORGANISATIONS:

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Bullying Online www.bullying.co.uk

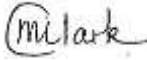
ChildLine 08001111 or childline.org.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Policy was shared and compiled in conjunction with: Pupils, School Council, staff, governors and parents 2015/2018

Policy written by M Clark – September 2015

Reviewed by School Council and M Clark September 2018 and February 2019

Policy agreed by Anti-Bullying Lead: Marie Clark/Headteacher:  _____

Policy agreed by Key Role Governor: Chloe Thomas _____

Policy agreed at FGB: Chair of Governors: _____

March 2022

Reviewed: September 2018/March 2019/May 2021/Feb 2022

Appendix 1 – Voice of the pupils

Anti-Bullying Working Party: 10/7/15 = Year 6 pupils

23/9/15 = School Council

18/9/18 + 7/2/19 = School Council

14/5/21 = Y6 + councillors

14/6/23 – School Council

18/6/25 – School Council + Y6

Our vision for a school without bullying:

- ✓ Strengthening friendships
- ✓ All our values are evident: respect, kindness and diversity
- ✓ No one is left out – everybody is included
- ✓ Don't retaliate – go and tell a member of staff
- ✓ Don't put up with it
- ✓ Make sure they don't blame it on you
- ✓ Protect friends but be honest
- ✓ Tell your friends if something is wrong
- ✓ Everyone to be a responsible citizen of school
- ✓ Don't make the situation worse
- ✓ Know all the facts
- ✓ Use empathy to know how they may be feeling

How we could improve as a school – pupils' views

- 'I've always got an open door' on Mrs Clark's office
- Staffroom – we don't bite...only chocolate & biscuits
- Encourage to talk
- Nurture area to talk things through
- Buddy Bench – 'Meet friends here, make friends here' sign/Friendship Bus Stop-review Buddy Bench to be more effective
- Buddy Bench Monitors – review for September when school back together – can they wear a t shirt so know who they are?
- 'Welcome buddies' for new children
- Separate 'Respect and Kind' award – half termly nominated

- Play Buddies on a rota – Y5 and 6 t-shirts – trained - BE FAIR – badge – Buddy reporting box

- Play Leaders

- Make sure a Worry Box is in every class, visible and prominent

- More positive signs/ brighter signs/friendship

- Competition for positive school signs eg: this is a kind spot
- Remove the stage/ 'Time Out' area
- Playground Buddies to monitor vulnerable spots and put signs to remind and encourage to be kind and respectful
- Social and Nurture Buddies actively in place again for September

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- Playtime check-in system- Social/Nurture Buddies to check
- Workshops/role play. Start the year with a theatre company based on anti-bullying
- Use the outdoor classroom as a 'Calm Space' – time out overseen by a rota of nurture/social buddies. Keep a register of who comes and why they are there to spot any patterns and ensure it is not the same children. If so, further check-in to ensure that their needs are being met and not a deeper concern such as bullying. Staff member to oversee and monitor.
- A list of: nurture/social buddies in the classroom/introduce so they know who they are and who to go to. Everyone is clear who is who
- Always ensuring the adult hears both sides of the story
- Reduce paly fighting
- Have more members of staff/adults on the playground to be able to see everything
- Have a 'Calming Down' area for children to be able to go to eg: the library
- Don't bring toys/money to school as this causes arguments

Possible Spots where children may feel vulnerable:

- Near the gate in the little yard
- Corner in the garden near the gate can't be seen
- Near the bins/near the cars and near the gate in the big yard
- Cloakrooms due to them being very busy and children wanting to get out side
- Sometimes behind the trim trail
- Under the white umbrella

Consequences:

Reminder/monitoring change/time in Mr Osborn's class + in Behaviour Log/see Mrs Clark/Parents informed/recorded and logged accordingly– stages

Missing break to reflect and work on strategies (supported)

Call, inform parents and meet with both sets of parents to put an agreed action plan into place – closely monitor and feedback

Appendix 2 - Bullying Log

Baslow St. Anne's Bullying Log

<u>Date and time</u>	<u>Name of child affected</u>	<u>Chronology?</u>	<u>Name of child who has bullied</u>	<u>Chronology?</u>	<u>Where the bullying happened?</u>	<u>Description [What happened? [Who did it? Who saw it?</u>	<u>What type of bullying? Eg: Cyber, physical...</u>	<u>Staff member involved</u>	<u>Actions</u>	<u>Parental /County involvement</u>

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Outcomes – date/evidence.