



# St. Mary's Church of England VC Infant School

*'Sharing, Caring, Learning and Loving with God'*

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## Anti-Bullying Policy

### Policy Review:

This Policy will be reviewed annually

|                    |                       |
|--------------------|-----------------------|
| <b>Reviewed</b>    | <b>September 2020</b> |
| <b>Next Review</b> | <b>September 2021</b> |

## **Our Vision**

We aspire to be a community living life in all its fullness. We share, care, learn and love with God, valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit Jesus' Kingdom comes and everyone can flourish together.

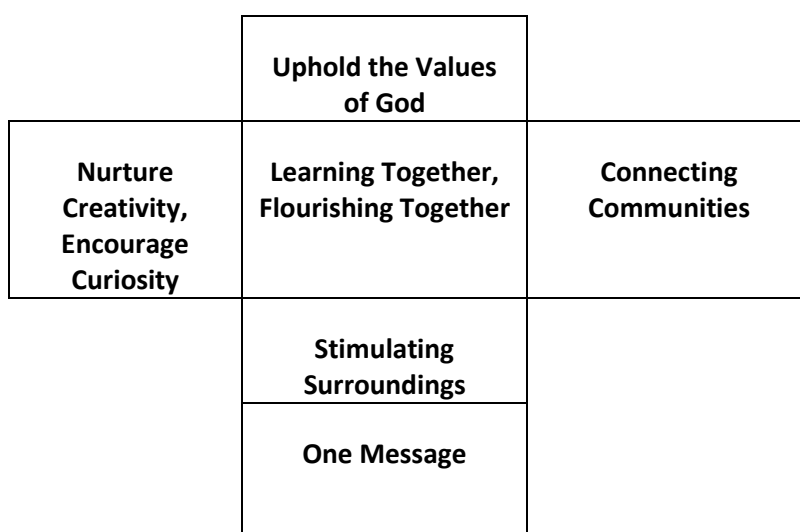
## **Our Mission**

'Sharing, caring, learning and loving with God.'

## **Our Values**

Friendship, Perseverance, Respect, Trust, Thankfulness, Humility, Generosity, Forgiveness, Courage, Peace, Compassion, Responsibility

### **Our 6 Key ideals that underpin our vision**



## **Understanding our vision**

Our 6 key ideals were created through the input of all stakeholders as being important factors in what we want from our school every day.

'We aspire to be a community living life in all its fullness' (John 10:10) Church of England vision for Education

'Sharing, Caring, Learning and Loving with God' (School's mission statement)

'Valuing the dignity and respect of all humanity and all creation' (Reference to Jonah and the Whale and the Church of England vision)

'Through the power of the Holy Spirit' (The importance of the Holy trinity and that we can't do it alone. We must work together.)

'Jesus' kingdom comes.' (Themed verse, Lord's Prayer and the goal of the school for us to create a peaceful and successful kingdom)

Flourish: Achievement

**This policy is to be read in conjunction with our E-safety policy and Positive Behaviour Policy**

**Aims**

We aim to create an environment where each child feels safe and secure, able to report incidents and feel confident that they will be listened to.

**Our policy aims to:**

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- Ensure all teaching and non-teaching staff, pupils, parents and governors have an understanding of what bullying is
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free community
- establish appropriate means of providing after-care should an incident of bullying occur
- ensure that all pupils, staff, parents and governors are aware of the policy and fulfil their obligations to it

**Defining bullying**

While there is no single definition of bullying, the Department for Education provides the following guidance:

“ Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. “Preventing and Tackling Bullying” DfE July 2017

Most definitions include the following dimensions:

1. The behaviour is intended to cause distress
2. The behaviour is repeated
3. There is an imbalance of power between the perpetrator of bullying and the target

However, there are important issues to consider within these broad factors:

The first element, ‘the behaviour is intended to cause distress’, should not be taken to excuse behaviour which individuals or groups claim was intended in fun. It is reasonable for schools to expect that young people will develop age appropriate skills of empathy and will not be drawn into behaviour that for the perpetrators amounts to teasing but for the target becomes seriously distressing. Behaviour that impacts to damage the emotional wellbeing

of others should be taken to be a matter of serious concern and individuals should be made to understand their culpability, regardless of their intention. The effect of the behaviour on the recipient – not just the intention of the perpetrator – is significant in deciding whether to treat an incident as bullying.

The second element, 'the behaviour is repeated', should be understood in terms of the number and degree of impacts on the target. A single posting of hurtful material on the internet has the potential to be seen by hundreds if not thousands of people and is therefore a very serious matter. A single act of physical assault, mental abuse or threat of the same can lead a child to be in a state of ongoing fear. Any incidents of deliberately hurtful behaviour that lead to fear of recurrence should be designated as bullying incidents.

The final element, 'an imbalance of power', can be subtle and complex. It should not be assumed that a larger child cannot be a victim, nor a smaller child a perpetrator. It is also often important to recognise the role of popularity as a factor that pertains to the balance of power. Equalities and issues of prejudice also need to be considered carefully within this dimension. A great deal of bullying is linked to difference, perceived difference or discriminatory attitudes towards certain groups regardless of whether the target is actually a member of these groups. For example, many children and young people who are not lesbian, gay, bisexual or transgender (LGBT) may be targeted for homophobic bullying while others may be the targets of racist bullying based on inaccurate presumptions about their culture. These dimensions should always be recorded and monitored.

Hertfordshire County Council recommends that schools therefore reflect the following more complex aspects in defining and responding to behaviour.

Bullying is behaviour that impacts negatively on others in the following ways:

1. The behaviour is either intended to cause distress or results in significant distress
2. The behaviour is repeated or results in multiple impacts on the target
3. There is an imbalance of power between the perpetrator/s of bullying and the target/s whether as a result of the prior context or the content or the experience of the hurtful behaviour

Bullying behaviour can include the following hurtful behaviours

- name-calling, taunting, teasing, mocking and making offensive comments
- offensive, threatening or personalised graffiti or other written material
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyberbullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages, setting up websites or contributing content to social networking sites that is designed to embarrass or upset individuals or collective exclusion of individuals from social networking sites.

This behaviour could be bullying. When a person, or group of friends or people, has been made aware of the effect of their behaviour on another person and they continue to behave in the same way, this is bullying

The Equality and Human Rights Commission's report on the effectiveness of responses to 'Identity-based' (or 'Prejudice-based') bullying (Research report 64 2010) states that it **"is widespread and continues to blight the lives of many young people, affecting educational attainment and having a long term impact on their life chances."**

Schools should pay particular attention to ensuring that all prejudice-based hurtful incidents are identified and prevented from escalating. Ofsted will specifically look for evidence that this is the case in all schools in relation to special educational need, sexual orientation, sex, race, religion and belief, gender identity or disability. In addition, schools should be sensitive to wider issues of prejudice. Some children and young people can be singled out because they are overweight, deprived, in care, young carers, particularly able or talented.

Schools should also be alert to challenging the development of an environment that is hurtful and threatening to particular groups or communities. For example, casual use of homophobic, transphobic, sexist or racist language should not go unchecked whether or not it is targeted at an individual.

## **The Role of the School**

All members of the school community, pupils, staff, parents and governors, need to understand what constitutes bullying and be alert to signs that bullying is taking place in a consistent manner. Staff must understand the importance of preventative measures and also the procedures to follow if an incident of bullying takes place.

### **Preventative measures:**

We will:

- develop our children's emotional literacy and confidence to talk through a range of learning styles and speaking and listening opportunities.
- develop a culture of listening to all children by all adults
- help children to behave in a socially responsible way through the PSHE and RE curriculum
- our global dimension aspects of our curriculum provide children with opportunities to discuss ways of developing positive relationships and dealing with conflict
- provide opportunities for the children to share their ideas and feelings about bullying
- promote positive attitudes towards differences
- encourage the children to follow the school charter
- ensure that all children know that the school cares about bullying
- organise supervision of key areas of the school
- use of positive behaviour policy
- use of Christian values to enable children to understand the meaning of behaviour expectations
- ensure all children have a named adult that they feel they can talk to

We will take steps to prevent children from –

- making unkind or offensive comments
- behaving in a racist or sexist manner
- using foul or unacceptable language
- being rude or aggressive

- shouting
- using physical aggression
- damaging property

## **Responding to incidents of bullying:**

Victims and witnesses of bullying must know that it is 'OK to tell' and that they will receive practical help if they do so. They should know it is 'OK to tell' other responsible pupils such as

House Captains and that they will then inform an adult.

When responding to incidents of bullying staff will ensure that:

- the school's opposition to such behaviour is made clear
- the reasons for the school's objections to such behaviour are explained
- steps are taken to ensure, that as far as possible, such behaviour is not repeated
- the parents of the offender are informed of the school's policy not to tolerate such behaviour
- children who have been bullied, and their parents, are supported and kept informed
- bullies and victims will get a buddy from their class to help support them
- the nature and response to an incident is made known to other staff and recorded as outlined below

## **Recording of Incidents of Bullying**

All incidents of bullying should be recorded and monitored.

Using FORM 1:

### **Initial investigation into hurtful incident or allegation of bullying**

And followed up with FORM 2:

### **Bullying Report and Monitoring Form**

And FORM 3a **Support provided for bullied child** and Form 3b **Action and support provided for child who has bullied** If an incident is not deemed to be bullying, then standard Behaviour Record Form is filled out.

All forms to be filed in class Cohort File with a copy to the Head .

## **Inclusion**

All children have a right to feel safe and to be protected. If a child with SEND needs is considered to be the bully then in the first instance, they will be removed and isolated to protect the victim. Parents and external agencies will then be involved in discussion with the school to discuss what immediate and long-term support is needed to enable the child to form productive and safe relationships with other children in the school. The safety and right to be in a safe environment is the right of all children within the school and that is dealt with as an immediate priority.

## **The Role of Parents**

Parents, carers and families have an important role to play in helping schools to deal with bullying.

They should:

- discourage their children from using bullying behaviour at school, at home or elsewhere
- take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school
- watch out for signs that their children are being bullied, or are bullying others
- contact the school at the first sign if they are worried that their children are being bullied or are bullying others, making an appointment to see the child's class teacher
- when speaking to the teacher be as clear as possible about what your child says has happened – give dates, places and names of others involved



## **The Role of the Governing Body**

The governing body has an important role to play in ensuring that the school has a policy, that the

policy is operated by all staff and that it is effective. The governing body should:

- review the school's anti-bullying policy regularly- Governor working with School Council
- consult all interested parties in revising the policy as necessary
- help to explain and comment on the policy to all interested parties
- ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy

## **The Role of the Pupils**

- If you see bullying behaviour happen, do something about it.
- try hard not to use bullying behaviour.
- if you think you are being bullied tell an adult.
- stand up, speak out, take action
- don't follow the crowd – be an upstander not a bystander



## Initial Investigation into a hurtful or prejudice related incident or allegation of bullying

|              |
|--------------|
| Reported by: |
| Position:    |
| Date:        |

|               |
|---------------|
| Completed by: |
| Role:         |
| Date:         |

Form of referral

- Verbal Report     
  Phone Call     
  Letter     
  Email

|  |     |
|--|-----|
| Child(s) name (s) alleged to be <b>experiencing</b> bullying behaviour | Age |
|  |     |

|  |     |
|--|-----|
| Child(s) name (s) alleged to be <b>engaging</b> bullying behaviour | Age |
|  |     |

Reported Account:

(use Form 1a if required)

Details gathered to date: (use Form 1b to interview all involved)

(use Form 1a if required)

Action taken to date: (please tick all relevant boxes)

|  |  |
|--|--|
| <input type="checkbox"/> Checked for earlier incidents involving the same pupils<br><input type="checkbox"/> Individual discussions with pupils involved<br><input type="checkbox"/> Discussion of incident with peers/class<br><input type="checkbox"/> Ongoing support/monitoring from staff<br><input type="checkbox"/> Applied sanctions | <input type="checkbox"/> Notified lead teacher<br><input type="checkbox"/> Group discussion with pupils involved<br><input type="checkbox"/> Restorative intervention<br><input type="checkbox"/> Details of action agreed with pupils<br><input type="checkbox"/> Parent letter/meeting |
|--|--|

Any additional action taken?

## Factors to help determine if incident constitutes bullying

- Incident was bullying (all 3 amber warnings confirmed)
  - Hurt has been deliberately/knowingly caused (physically or emotionally)
  - It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
  - Involves an imbalance of power:
    - target feels s/he cannot defend her/himself, or
    - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/namecalling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site
- Incident was not bullying on this occasion because it was
  - the first hurtful incident between these children
  - teasing/banter between friends without intention to cause hurt (should not happen again)
  - falling out between friends after a quarrel, disagreement or misunderstanding
  - conflict that got out of hand (should not happen again)
  - activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - Other \_\_\_\_\_

## The definition of a prejudice related incident

**A prejudice related incident** is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual due to one or more of the protected characteristics of age, disability, faith, gender identity/reassignment, marriage and civil partnership status, pregnancy and maternity status, race, sex or sexual orientation.

**Resolution process agreed:**

**Support and/or sanction for those causing hurt or offence:**

**Support needed for the hurt party:**

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/Weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief/Faith                  |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/Sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/Application                    |                    |                  |

Details of any support given:

Counselling

None offered

Peer support

None – offered but refused

Referral to external agencies

Referral to CAHMS

Other, please specify:

|  |      |    |                       |
|--|------|----|-----------------------|
| Was alleged bullying confirmed? (please see overleaf)                        | *Yes | No | Insufficient evidence |
| * If yes, please log details on Form 2 “Bullying Report and Monitoring Form” |      |    |                       |



## Initial investigation into allegation of bullying

### Additional information sheet

Continued reported account: (please see Form 1 with corresponding Report Number)

Additional details gathered to date: (please see Form 1 with corresponding Report Number)

Additional action taken to date: (please see Form 1 with corresponding Report Number)





# Supportive Script for Initial Investigation into an Alleged Incident

- 1. Describe what happened?
  
- 2. Exactly where and when did the incident take place?
  
- 3. Were there any other young people around at the time? If so who?
  
- 4. Was there an adult around at the time? If so, who?
  
- 5. Do you know the names of the people who were involved?
  
- 6. What were you doing before the incident took place?
  
- 7. Can you remember exactly what happened or what was said?
  
- 8. What happened next?
  
- 9. Has this happened before?
  
- 10. What would you like to happen now?

Report Number:

**CONTROLLED UPON COMPLETION**

Child's name:

Completed by:

Date:





## Bullying Report and Monitoring Form

For each incident please complete one form and return to the designated teacher for collation and monitoring.

### 1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s):

|  | Definitely applies | Possibly applies |
|--|--------------------|------------------|
| Age/ Maturity                          |                    |                  |
| Appearance                             |                    |                  |
| Size/weight                            |                    |                  |
| Class/Socio-economic                   |                    |                  |
| Family circumstance (e.g. caring role) |                    |                  |
| Ethnicity/Race                         |                    |                  |
| Religion/Belief                        |                    |                  |
| Gender                                 |                    |                  |
| Transphobia/Gender identity            |                    |                  |
| Homophobia/sexuality                   |                    |                  |
| Sexualised                             |                    |                  |
| SEN and Disability                     |                    |                  |
| Ability/application                    |                    |                  |

### 2. Manifestations of Bullying (indicate those that apply)

|  |  |
|--|--|
| Perception of individual: feelings of being bullied/harassed |  |
| Isolation/ignoring   |  |
| Teasing  |  |
| General expressions of prejudice/stereotype                  |  |
| Racist literature, graffiti or insignia                      |  |
| Verbal abuse or name calling (specify below)                 |  |
| Targeted graffiti or hurtful note writing                    |  |
| Threats including threatened physical assault                |  |
| Mobile phone/text message bullying/harassment                |  |
| Internet related bullying/harassment                         |  |
| Camera phone bullying/harassment                             |  |
| Actual physical assault                                      |  |
| Other:   |  |

### 3. Those involved – please also record where appropriate:

- **adults as targets or perpetrators (At) or (Ap)**
- **perpetrators from outside the school community (O)**
- **children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)**

| Name(s) of persons who are <b>experiencing</b> bullying behaviour | Age<br>(if a child) | Codes (see above) |
|---|---------------------|-------------------|
|   |                     |                   |

| Name(s) of persons who are <b>engaging</b> in bullying behaviour | Age | Codes (see above) |
|--|-----|-------------------|
|  |     |                   |

|  |              |  |
|--|--------------|--|
|  | (if a child) |  |
|  |              |  |

**4. Description of incident(s)**

Please give a precise account including places, date, times and any witnesses. Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings). N.B. Indicate if it is a repeat incident.

**5. Action taken:**

Please record all steps (including meetings, letters, investigations, sanctions)

**6. Summary of those notified and/or involved**

| (Delete italic options where applicable)  | ✓ | Any details (e.g. dates) |
|---|---|--------------------------|
| Head Teacher  |   |                          |
| Head of Management  |   |                          |
| Lead Teacher  |   |                          |
| 'Target' parents/carers notified by <i>letter/telephone/in person</i>             |   |                          |
| 'Target' parents/carers invited to the school                                     |   |                          |
| 'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i> |   |                          |
| 'Offending person/s' parents/carers invited to the school                         |   |                          |
| CAF initiated for <i>target/offending person</i>                                  |   |                          |
| Local Authority: SEA/SIP, Anti-Bullying adviser or MECS                           |   |                          |
| Police  |   |                          |
| Others (specify):   |   |                          |

**7. Date for monitoring progress of those involved.** Follow up on the incident and check that all parties are progressing well academically and socially

Date 1

Date 2

Date 3

Member of staff completing this form:

Name:

Date:

**FORM 2A**



**Confirmed Bullying Incident  
Additional information sheet**

Continued description of incident: (please see Form 2 with corresponding Report Number)

Additional action taken: (please see Form 2 with corresponding Report Number)

Monitoring progress:

Date 1:

Date 2:

Date 3:



## Restorative Questions in Response to Challenging Behaviour

Name:

Date:

1. Describe what happened?
  
  
  
  
  
  
  
  
  
  
  
2. What were you thinking at the time?
  
  
  
  
  
  
  
  
  
  
  
3. Since the incident, what have you been thinking about?
  
  
  
  
  
  
  
  
  
  
  
4. Who has been affected by what you have done?
  
  
  
  
  
  
  
  
  
  
  
5. In what way do you think they have been affected?
  
  
  
  
  
  
  
  
  
  
  
6. What do you think you need to do to make things right?
  
  
  
  
  
  
  
  
  
  
  
7. How are you going to implement the items above to make things right?

Staff Name:

Date:



## Restorative Questions When Someone Has Been Harmed

Name:

Date:

1. Describe what happened?
2. What did you think when you realised what had happened?
3. What impact has this incident had on you?
4. Do you think this incident impacted on others? If so, who?
5. What has been the hardest thing for you over this incident?
6. What do you think needs to happen to make things right?
7. How can the items above be implemented and by whom?

Staff Name:

Date:



**Support provided for targeted child**  
(Priority should be given to taking steps to ensure bullied children continue to attend)

|                          |  |
|--------------------------|--|
| <b>Support provided:</b> | Separate on-site provision<br>Regular contact with chosen member of staff<br>Restorative process<br>Empowerment education (Resilience training)<br>Pastoral team support<br>Formal counselling<br>Parental meetings<br>CAF<br>CAHMS<br>Other |
|--------------------------|--|

**Post-incident impact monitoring and further action**

|   |
|---|
| Has the relationship been repaired?                       |
| Has achievement/ability to learn been affected? *         |
| Has there been a change in the pattern of attendance?     |
| Any change in social issues?                              |
| Any change in mental or emotional state?                  |
| How was the partnership with the parents/carers?          |
| Does the target feel safe at school?                      |
| Does the target feel safe on journeys to and from school? |
| Does the target feel safe while online?                   |

**\*N.B. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.**

|                                       |
|---------------------------------------|
| Member of staff completing this form: |
| Name: _____ Date: _____               |



### Action and support provided for child who has bullied

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support him/herself.

|   |   |
|---|---|
| <b>Action Taken &amp; Support Provided:</b> | Separate on-site provision<br>Regular contact with chosen member of staff<br>Restorative process<br>Corrective education<br>Removal to a different teaching group/form<br>Pastoral team support<br>Formal counselling<br>Parental meetings<br>CAF<br>CAHMS<br>Sanction<br>Other |
|---|---|

#### Post-incident impact monitoring and further action

|   |
|---|
| Has the relationship been repaired?                   |
| Has achievement/ability to learn been affected? *     |
| Has there been a change in the pattern of attendance? |
| Any change in social issues?                          |
| Any change in mental or emotional state?              |
| How was the partnership with the parents/carers?      |
| Have there been any signs of remorse?                 |
| Any other relevant information?                       |

|                                       |       |
|---------------------------------------|-------|
| Member of staff completing this form: |       |
| Name:                                 | Date: |



