



**SHENFIELD ST MARY'S CHURCH OF ENGLAND PRIMARY SCHOOL**

**Anti-Bullying Policy**

**Ratified: April 2024  
(Chairs Action January 2025)**

**Review due: Summer 2027**

***Mission Statement:***

***Unlock every child's potential as a unique child of God***

***Our aim is to ensure that every child's unique strengths are celebrated and strengthened alongside gaining an excellent academic, social, emotional and physical education.***

**Aims of this policy**

We are committed to:

- respecting every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- respecting every individual's feelings and views.
- recognising that everyone is important and that our differences make each of us special.
- showing appreciation of others by acknowledging individual qualities, contributions and progress.
- ensuring safety by having rules and practices carefully explained and displayed for all to see.
- working together to stop bullying – the school staff member, the parent/carer, the child.
- the early identification of bullying and prompt, collective action to deal with it.
- following The Church of England's Vision for Education, [nse-flourishing-for-all-part-a-and-b-for-publication-september-2024-1.pdf](#)

**Bullying**

Bullying is defined as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power" [Kidscape 2016].

Bullying is not:

- teasing and banter between friends without intention to cause hurt.
- falling out between friends after a quarrel or disagreement.
- behaviour that all parties have consented to and enjoy (though coercion can be very subtle).

Unacceptable behaviours that can turn into bullying if persistent include:

- physical pushing, kicking, hitting, pinching etc.
- name calling, sarcasm, spreading rumours, teasing and emotional torment through ridicule, humiliation and the continual ignoring (or excluding) of individuals.
- racial taunts, graffiti, gestures.
- sexual comments and/or suggestions, including homophobic language or suggestion.
- 'cyber bullying' via electronic communication.
- unwanted physical contact.

Children from ethnic minorities, disabled children or those with learning difficulties are more vulnerable to this form of abuse.

### **Prevention and proactive strategies**

Research shows us that bullying is a social process that relies on the silence of the crowd. Therefore, proactive work that is undertaken with the whole school/every child can help to reduce the number of bullying incidents, and increase the likelihood of the targets of bullying being supported and the bullying being reported.

### **Assemblies/raising awareness**

Using assembly and curriculum time or flexible/special days to raise awareness of bullying, or to focus on a value or skill that helps to prevent bullying is seen as highly beneficial to the whole school community. This time is used to reinforce codes of conduct and policies, as well as celebrating success and emphasising the importance of cooperation and inclusion.

### **Prevention**

We will be proactive in using strategies to help children prevent bullying. As and when appropriate, these may include:

- vigilance by all adults and children in the school.
- adults setting an example by modelling positive relationships and practicing good manners.
- writing a set of school or class rules.
- signing a behaviour contract.
- following suggestions in the PSHCE unit "Me and Keeping Myself Safe".
- writing stories or poems or drawing pictures about bullying.
- reading stories about bullying or having them read to a class or assembly.
- having discussions about bullying and why it matters.
- inviting external groups to talk about bullying.

### **Improving the school grounds**

We monitor bullying behaviour. We look to see if there are hot spots for bullying behaviour or there are peak times for anti-social behaviour. If this arises, then improving the grounds, developing greater ownership over the environment and providing more stimulating and varied activities will take place to help reduce bullying behaviours.

Our outdoor environment provides a range of activities, opportunities, and places for games and discussion. By having a broad range of equipment in our environment, each child can find an area that is of interest to them, promoting inclusion.

We have a 'friendship area' which is a quiet space with benches and an outdoor shelter that is emphasised as being a welcoming place for sitting and talking.

Outdoor activities encourage interaction between children and the development of social skills. These are led by trained peer mentors/play leaders and adults.

The school ground constitutes an important site where children learn how to engage with one another and learn how to manage some of the risks associated with physical activity.

### **Playtimes**

Midday supervisors have an important role in supporting anti-bullying in our school. They are actively involved in decision-making and the implementation of the anti-bullying policy. They have appropriate training in encouraging positive behaviour and cooperative play, as well as in how to appropriately respond to incidents of bullying.

## **Support to the child**

- Children know that all staff will listen to and support them. Staff have Child Protection guidance to inform their handling of reporting, disclosures and observed concerns.
- Children have access to Helpline numbers.
- Children are told what is being recorded, in what context and why.
- Children wishing to talk about bullying or any other issue that affects them are encouraged to do so. Any barriers to talking openly that exist need to be broken down to enable children to approach adults.
- Anyone who reports an incident of bullying will be listened to carefully and supported, whether it's the child being bullied or the child who is bullying.
- Any reported incident of bullying will be investigated objectively, which will involve listening carefully to all those involved.
- Children being bullied will be supported and assistance given to uphold their right to play and live in a safe environment that allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying through the Support Group Approach (see below).

## **Procedures**

1. Report incidents to the class teacher.
2. All incidents will be discussed with the child who is distressed to ascertain what the next intervention should be.
3. In cases of bullying, the incidents will be recorded by staff and/or passed on to the Head of School (Designated Safeguarding Lead).
4. The Support Group Approach will be initiated and monitored – see below. This is a 'no blame' approach, therefore the parents of the children involved will not be informed.
5. Should this approach be unsuccessful, the parents of the child who is bullying will be involved in future actions. At this time, an agreed approach, in partnership with parents will be followed. This may involve referral to outside agencies. The priority will be to keep the target child safe, therefore the bully will be fully monitored to ensure this occurs.
6. If necessary and appropriate, exclusion procedures would be followed.

## **The Support Group Approach**

The Support Group Approach, or Shared Group Response, was developed by George Robinson and has been adapted by many anti-bullying organisations. In a school context, it empowers children to change their behaviour and make decisions with low level input from a facilitator (a teacher or other adult).

Facilitators have support and training in this approach and are willing to be an objective facilitator. The target of the bullying needs to agree that this is the appropriate way forward for them. If a child does not agree, they are then deemed to be accepting of the situation and not wishing to change. If a child prefers to be unsafe rather than solve the problem, this would indicate different emotional needs and additional external support would be found, in liaison with the Inclusion Leader and parents/carers.

**Step One:** The facilitator talks to the child who has been bullied. They can help the child record his or her feelings through drawing, poetry or by talking.

**Step Two:** The facilitator meets with the group of children that includes the named perpetrators. The group also includes some bystanders and some peers who are positive role models but not the target. We recommend about 8 children in total.

**Step Three:** The facilitator tells the group how the target child feels, sharing the expressed views of the target child. No accusations are made.

**Step Four:** Each member of the group is asked for ideas about how to help the target child feel happier. No prompts are given; the suggestions are accepted by the facilitator.

**Step Five:** The facilitator passes responsibility to the group to solve the problem, facilitating an agreed approach including actions and recording on the 'Record of Action Taken' form [see Appendix]. He/she arranges to meet the group again in about a week, or sooner, as agreed by the group.

**Step Six:** The facilitator meets with the group and the target child separately, after a chosen time, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the target child still feels there is an issue.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers children to take responsibility for changing the behaviour of the group.

Research shows a high success rate in stopping bullying behaviour in the early stages.

### **Monitoring**

This policy will be monitored by the Safeguarding Lead Governor (SLG) and reported to the Trust Board and Local Board of Governors. Incidents of alleged bullying will be discussed confidentially with the SLG, the policy and practice will be reviewed at least annually and modified at least annually and as required.

### **Useful contacts**

Childline - 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

NSPCC Helpline - 0808 800 5000

Kidscape - 020 7823 5430 [www.kidscape.org.uk/advice](http://www.kidscape.org.uk/advice)

### **DfE advice and guidance**

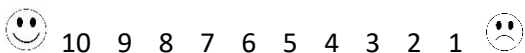
- The Children's Act 1989; 2004
- Section 89, Education and Inspections Act 2006
- The Equality Act 2010: Equality duty 2011
- Preventing and tackling bullying: Advice for head teachers, staff and governing bodies 2014
- OFSTED Schools Inspection Guidance 2015
- The Communications Act 2003



Monitoring interviews with targeted pupil

Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		

Targeted pupil's reported feeling of safety after Support Group intervention:



10 being 'very safe' and 1 being 'very unsafe'