

St Matthew's CE Primary School

Anti-Bullying Policy



ST MATTHEW'S
CE PRIMARY SCHOOL

Created by:	S Cavanagh	Date: December 2023
Approved by:	Full Governing Body	Date:
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Beat Bullying Together

Mission statement

St Matthew's is committed to creating and sustaining a safe, positive and inclusive environment for all pupils, staff and parents/carers. As a UNICEF Gold Rights Respecting School, St Matthew's has placed the UN Convention on the Rights of the Child at the heart of our school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. Our school is a place where children's rights are learned, taught, practised, respected, protected and promoted. Our commitment to children's rights and equal opportunities is an important aspect of our overall commitment to be a fully inclusive school.

Aims and Objectives

At St Matthews we believe that all pupils, staff and parents/carers have the right to be protected from bullying and abusive behaviour. We strive to create an environment where all children are valued and feel safe from bullying behaviours. We want our children to:

- Feel safe
- Develop positive and trusting relationships with adults and peers in school
- Have access to a number of ways that they can report bullying or inappropriate behaviour
- Feel listened to and trust that what they share is acted on
- To have ownership of their behaviour and understand their responsibilities in helping others to enjoy their rights
- Have their voice heard and be involved in any plans or processes that take place following an allegation

St Matthews's CE Primary Children's Anti-Bullying Policy has been put together by senior leaders who have captured pupil, parent/carer and staff voice. At St Matthew's we believe it is important that the whole school community is invested in our Anti Bullying Policy to make sure the agreement is one that everybody feels committed to and has faith in. We strive to achieve the aims of our school vision in all that we do. Our anti-bullying policy has not only been driven by national concerns but by our own determination to provide a happy, caring and safe environment for every child at our school. Bullying will not be tolerated.

UNICEF RRS

Article 3 (best interests of the child): The best interests of the child must be a top priority in all decisions and actions that affect children.

The ongoing and long-term aim of the policy is to reduce the number of pupils who experience bullying through increasing awareness of this behaviour, its causes and consequences for the pupils, staff, parents and carers who make up the school community, and to help pupils find and put into practice a series of solutions to the problem of bullying.

The policy also aims to ensure that individual cases of bullying are dealt with consistently and in a restorative, constructive and fair manner when they occur, with the main aim of preventing reoccurrence. Procedures for dealing with bullying are clearly set out so that all members of the school community know what they can expect from the school and what the school expects of them, with regard to bullying.

Who the policy applies to

This policy was developed and is reviewed and monitored through consultation with the whole school community and applies to all members of that community. Members of the school community are:

- Pupils
- Teachers (both permanent and supply teachers, and specialist teachers e.g. for music and PE)
- Support staff
- Administration staff
- Volunteers
- Visitors
- Midday assistants
- Kitchen staff
- Site manager
- Cleaners
- Parents and carers
- School Governors
- External agencies and professionals working with the school e.g. the school nurse

School duties

This policy will not be used as a standalone policy and should be considered alongside other school policies such as:

- Safeguarding and Child Protection Policy
- Positive Relationship and Behaviour Policy
- Child on Child Abuse Policy
- E – Safety Policy

Government and local authority guidance and policies may also be consulted alongside this policy including but not limited to:

- The Children Act 1989
- The Education Act 2002
- The Education and Inspection Act 2006
- Preventing and Tackling Bullying July 2017
- **Keeping Children Safe in Education 2025**
- Working together to safeguard children 2023

The Children Act 1989 states that teachers have a 'duty of care' towards the children under their supervision, as well as promoting the safety and welfare of the children in their care. The level of this duty of care is measured as being that of a 'reasonable parent.'

Some incidents of bullying may constitute a child protection issue. All schools must make arrangements for ensuring they exercise their functions with a view to 'safeguarding and promoting the welfare of children who are pupils at the school. This means that the school may need to address bullying as a child protection concern under the Children Act 1989, "**where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm**"

In these cases, St Matthew's CE Primary School Safeguarding and Child Protection Policy must be followed.

What is bullying?

<< **Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.** >>

ANTI-BULLYING ALLIANCE
Definition of bullying

To help embed the definition of bullying throughout the school community, St Matthew's will refer to **SOUR** when educating, investigating, decision making and communicating.

SOUR

Same person/group of people

On purpose

Unfair/Imbalance of power

Repeated

The bullying behaviours demonstrated can include (but is not limited to) the following:

Physical: hitting, kicking, spitting, tripping someone up, stealing/damaging someone's belongings, etc.

Verbal: name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down.

Emotional/psychological: excluding someone from a group, humiliation.

Relational: indirect negative behaviours including harming a child's reputation, spreading rumours or lies, making faces at the child, mimicking the child, encouraging or even rewarding others to socially exclude the child

Racist: insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence.

Sexual: sexually insulting language/gestures, name-calling, graffiti, unwanted physical contact.

Homophobic and biphobic: Insulting another person because of their actual or perceived sexual orientation

Transphobic: Insulting based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist: Insulting based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist behaviour may sometimes be characterised by inappropriate sexual behaviours.

Cyber: abuse by text message, on the internet (in chat rooms, on bulletin boards and through instant messaging services), hate websites.

Socioeconomic: Insulting based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Ableist: Negative behaviour that focuses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

These behaviours on their own, whilst serious, may not necessarily constitute bullying. The behaviours would be carried out in a way that meets the definition above for it to constitute bullying.

Roles of Bullying

The traditional view of bullying is where there is a 'victim' and a 'bully' is much more complicated in reality. There are key roles identified in bullying incidents that help us to understand the group dynamics.



Roles may continuously shift from minute to minute in a school environment, this will vary depending on circumstances of the bullying. A person can be a 'ringleader' at a given time then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.

The target

The target is the person at whom the bullying is aimed.

The ringleader

The ringleader initiates and leads the bullying.

The reinforcer

The reinforcer supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

The defender

The defender stands up for someone who is being bullied. They know that bullying is wrong and feel confident enough to defend. They might talk to an adult in school.

The assistant

The assistant is actively involved in 'doing' the bullying but does not lead it.

The outsider

The outsider ignores or doesn't see the bullying and doesn't want to get involved.

By understanding that bullying involves a power imbalance and then by looking to apply pressure to the source of that imbalance we are in a good position to stop the victimisation of individuals or groups.

Sometimes this may mean working very differently with an assistant, reinforcer and ringleader role, for example by seeking restorative or empathy based interventions with some, whilst applying sanctions to others.

In this way we can disrupt both the group and their individual behaviour; however, the safety of the pupil being bullied is paramount at all times and must be considered when seeking a resolution.

Upstanders and Bystanders

Children, staff and parents may also use the terminology 'upstanders' and 'bystanders'. In the model above, the defender is the upstander, and the outsider is the bystander. A bystander is someone who sees or knows about bullying behaviour that is happening to someone else but takes no action to address or report it. An upstander is someone who recognises when something is wrong and acts to make it right. When an upstander sees or hears about someone experiencing bullying behaviour, they speak up and do their best to help, protect and support the person

What is Child on Child abuse? (formally known as Peer on Peer Abuse)

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence⁹ such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment¹⁰ such as sexual comments, remarks, jokes and online
- sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- upskirting¹² which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and •
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element)

Keeping Children Safe in Education, September 2025

Child on Child Abuse

The school has a zero-tolerance approach to all forms of child on child abuse, including sexual harassment and sexual violence.

To prevent child on child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child on child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable

behaviours. Staff will also be aware that child on child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing- or initiation-type violence.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care services (CSCS), where the DSL deems this appropriate in the circumstances.

The school’s Child on Child Abuse Policy outlines the school’s stance on addressing child on child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child on child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

All of the types of behaviour listed above are unacceptable and will not be tolerated at St Matthew’s.

Underlying principles of our approach to handling bullying

- All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.
- When bullying is reported it will be taken seriously.
- Staff will work with the young person who is being bullied to help them feel safe and listened to.
- Staff will investigate the concerns raised by speaking to other children, staff and looking at any records of previous behaviours.
- Staff will restoratively explore with the pupil who is being bullied and the pupil displaying bullying behaviours appropriate responses to bullying that will seek to resolve the unwanted behaviour and prevent this from reoccurring in the future.
- Staff will work with the parents/carers of any pupils involved in a bullying incident(s). This may include pastoral support plans, risk assessments and agreed forms of communication.
- Wherever possible, staff will work with the parents/carers of any pupil who is displaying bullying behaviours to support and encourage that student in finding more appropriate ways to manage feelings, emotions and ways to communicate.
- Staff will work with outside agencies where appropriate to support the pupil and their families.
- Excluding pupils from school is a last resort. If particularly serious victimisation, abuse and intimidation, or physical bullying against any other person belonging to the school community is reported, those pupils who carried out the bullying behaviours may need to be suspended from school activities while it is investigated and solutions are sought. If the solutions have no effect, or if the bullying was so severe that it would be harmful to the rest of the school community to allow the suspended pupil to return to the school, they may have to be permanently excluded, in line with Local Education Authority guidelines.
- The school will remain aware of the fact that continued access to school can be important for rehabilitation of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.
- The school will avoid unnecessarily criminalising pupils for bullying or abusive behaviour where possible, as young people with criminal records face stigma and discrimination in future aspects of their lives. The school's focus when handling perpetrators will be supporting them to develop more positive behaviours and to refrain from abusive and bullying behaviours in the future.

How we work to prevent bullying at St Matthew's

Values and ethos

St. Matthew's has a clear vision for the future of our school and the education of our children. We want everyone to thrive at St. Matthew's and this vision is summed up by our motto which is taken from Matthew 5.16: 'Let your light shine'. We believe all children can shine at St Matthew's and we strive for every member of our school family to succeed and flourish with us. This belief is founded on our school values of kindness, respect, aspiration and perseverance.

These values were chosen by our school family and we aim to embody these Christian values in all we do. They guide us, ground us and bind us. Therefore, every family from across our community, including those of different faiths and no faith, are welcomed at St. Matthew's and we are proud of our diversity.

That sense of family and our values help us to foster the warm, nurturing atmosphere which allows our children to thrive and succeed. This is the foundation on which all other anti-bullying work is built.

This commitment to our children's education helped St Matthew's be recognised by UNICEF as a school where children's rights are valued and promoted. We are now proud to be the first school in Trafford to be a **UNICEF GOLD Rights Respecting School** and have recently been through a successful reaccreditation as we continue to ensure children's rights are central to school life.

St Matthew's has been given **Trafford Belong School Status**. This initiative helps schools to understand how early relationships and difficult experiences can affect the way children think, feel, and behave. Staff at St Matthew's are now able to support children and know how to develop a compassionate environment where they feel confident enough to guide and assist children with challenges, resulting from traumatic or difficult experiences.

We are currently working on becoming a **Peace Mala School**, this ensures we uphold and celebrate all faiths, backgrounds and differences, promoting the fundamental British value of mutual respect and tolerance, as well as protecting key articles under the rights of a child.

The Curriculum

Through our extensive curriculum provision, we offer a number of opportunities for children to learn about healthy relationships. Our RSHE curriculum is largely taught through HeartSmart, alongside Think Equal in EYFS, both are creative approaches that we use to build character, emotional health and resilience in children. In addition to this, we have a number of PSHE units which help children to understand and form positive relationships:

- Inclusion, Belonging and Extremism (Sameness/Difference)
- NSPCC PANTS
- NSPCC Speak Out Stay Safe
- ThinkuKnow Online Safety
- Inclusion, Belonging and Extremism (Belonging to a community)
- Inclusion, Belonging and Extremism (Stereotypes, Extremism)

- Now Press Play: Bullying
- Anti-bullying Ambassadors Programme
- Community Matters (Social Issues)
- Real Love Rocks
- Christopher Winters Project: Respect and Equality
- Now Press Play: Online Safety

Trips and Visitors

We offer children a number of trips and visitors during their St Matthew's journey to complement our own curriculum offer. These include:

- A visit from the ABA Anti-Bullying Bus,
- NSPCC assemblies and workshops
- Annual Year 6 visit to Crucial Crew (anti-social behaviour)
- Community engagement services e.g. PCSOs, Trafford Domestic Abuse Service

Special events

We also highlight our anti-bullying messages and the importance of positive relationships at key points and events throughout the year. These can include:

- Anti-Bullying Week
- Mental Health Awareness Week
- Odd Socks Day
- Diversity Week
- e-Safety Week
- Safer Internet Day
- Black History Month
- LGBT+ History Month

Anti-Bullying Champions (ABCs)

An important addition to our anti-bullying toolkit is the introduction of our Anti-Bullying Champions. They are children from our school who received special training to help others identify, report and prevent bullying. They are the children that your children could go to if they need any support in dealing with bullying within our school.

Standing up to bullying behaviour

St Matthew's is committed to preventing and stopping bullying behaviour and to do this we need everybody's help. Here are the things that every member of the school community can expect from St Matthew's and the things that are expected from each member:

All pupils

All of us find ourselves in vulnerable positions sometimes, for example when we start a new school, move to a new house, personal issues outside of school. As part of the school community, you have a responsibility to help combat bullying by supporting other pupils when they are vulnerable. Don't gang up against another pupil in a vulnerable position, try to help them feel less vulnerable. Don't join in with making fun of them, even if you don't feel able to challenge the bullying behaviour yourself. And don't turn a blind eye to bullying and victimisation.

Here's what to do if you know that another pupil is being bullied (this could be a friend that you know really well, someone in your class, or someone that you just see around the school and have never even spoken to; and the bullying could be happening at school, or on the way to and from school):

Tell a trusted adult in school about the bullying. You can do this in lots of different ways:

- Use your class worry monster (bullying report form)
- Speak to a trusted adult during break/lunchtime, away from other children if this makes you feel more comfortable
- Speak to a trusted adult during a quiet moment. You can always ask for some help with some work if you are worried that other pupils might hear you.
- Tell one of our named Anti-Bullying Champions who can support you in telling an adult.
- Report it in the Anti Bullying box (based in the library using the bullying report form)

If you are able to, please include who is being bullied, how they are being bullied, and when and where the bullying is happening/happened; if you can, write down who is doing the bullying and also your name.

When you tell a staff member know about bullying you can expect what you say to be taken seriously and that action will be taken to stop the bullying behaviour. If you choose to tell a member of staff about bullying in person or if you write your name on a bullying report form before posting it in the Anti Bullying Box, staff will not name you when they investigate the bullying unless they are forced to because of Child Protection laws, but they will discuss this with you beforehand and explain why. Staff will let you know that they have acted on your report.

If you are ever worried for your own or another pupil's physical safety (including if you are afraid that a pupil may harm himself/herself), **do not hesitate to tell a member of staff** so that they can take immediate action to keep the pupil safe with the help of other staff at the school, parents/carers and the police and ambulance service if necessary.

Pupils who are being bullied

If you are being bullied, you can expect that:

- You will be listened to and taken seriously.
- Action will be taken to help you to stop the bullying.

You will be involved in the process of deciding what action to take to help stop the bullying and any worries that you may have will be listened to and respected.

You will be given the opportunity to talk about the way that the bullying has made you feel and to find strategies to deal with these feelings and to understand and cope with bullying behaviour.

This means:

- Your class teacher, key stage lead, headteacher and the member of staff in charge of the anti-bullying policy will be told about your situation so that they can help to support you.
- You will be given the chance to work with them to find strategies to deal with bullying and to talk about any feelings and worries that you may have.
- Your class teacher will ask to let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you, too.
- You will have regular meetings with staff (e.g. every week for a month, a half-term, or a term in line with the agreed pastoral support plan) to make sure that the action taken to stop the bullying is really working and that you are happy with how things are going.

If you are ever in fear for your physical safety, staff will take immediate action to keep you safe with the help of their colleagues at the school, parents/carers, and outside agencies like the police if necessary.

Some actions that could be considered for pupils who are being bullied:

- 1:1 pastoral work, such as healthy relationships, reporting and self-esteem work (this may include outside agencies)
- Positive communication about steps being taken to address the issue
- Offering restorative work between children, with a focus on restoring relationships.
- Designating a named person in school to complete regular check-ins with each child. Ensuring these are recorded and overseen by a member of staff, and following up on any concerns shared as soon as they arise.
- An agreement with parents and carers about how incidents or concerns should be shared, and how often proactive meetings should take place to review the measures in place.
- Assess and address any additional need that may be presenting in the child. This can include social communication check lists, SDQs, Boxall Profile. Small group or individual intervention may be deemed appropriate based on this assessment, unless the need can be met with support strategies.
- Reducing opportunities for the children involved to mix, especially in less structured/ supervised environments e.g. toilet passes, lining up orders.
- Communicating situation to wider staff team so any incidents can be viewed in the context of 'bullying behaviours' taking place.
- Anything else that may be deemed appropriate to support each particular case.

Pupils who are bullying

Bullying behaviour has no place at this school. If you are involved in bullying, you can expect that:

- Your bullying behaviour **will** be challenged.
- You will be treated fairly.

You will be given the opportunity to change your behaviour and encouraged and supported in doing so. This means:

- You will be excluded from a school activity in order to complete a piece of work about the impact of bullying on others.
- Where appropriate, and following this work, you will have the opportunity to take part in a restorative meeting with the other pupil(s).
- You will be expected to work with staff to look at the reasons that you have been bullying and to find and put into practice other ways of behaving.
- Your class teacher will let your parent(s)/carer(s) know what is going on, and to offer them the chance to help support you in changing your behaviour.
- You may have regular meetings with staff to review your behaviour (e.g. every week for a month, a half-term, or a term in line with the agreed pastoral support plan).
- You may be offered the chance to work with staff from other agencies who can help you to stop bullying

If you don't work at changing your behaviour then staff will have to take more serious action, e.g. excluding you from further school activities.

Our priority is to make this school a safe and positive place for the whole school community. If you take part in a serious campaign of victimisation, abuse and intimidation, or episode of physical bullying against any other person belonging to the school community, you will face a more serious consequence, such as an external exclusion from school.

Some actions that could be considered for pupils who are bullying:

- 1:1 pastoral work (this may include outside agencies)
- Consider an additional factors and support where necessary (this may include outside agencies)
- Offering restorative work between children, with a focus on restoring relationships.
- Designating a mentor in school to support the pupil with positive choices.
- An agreement with parents and carers about how incidents or concerns should be shared, and how often proactive meetings should take place to review the measures in place.
- Assess and address any additional need that may be presenting in the child. This can include social communication check lists, SDQs, Boxall Profile. Small group or individual intervention may be deemed appropriate based on this assessment, unless the need can be met with support strategies.
- Reducing opportunities for the children involved to mix, especially in less structured/ supervised environments e.g. toilet passes, lining up orders.
- Communicating situation to wider staff team so any incidents can be viewed in the context of 'bullying behaviours' taking place.
- Internal/external exclusions, during which any new safety plans or risk assessments can be planned and implemented on return.
- Anything else that may be deemed appropriate to support each particular case.

Anti-Bullying Champions

Anti-Bullying Champions will:

- Be passionate and committed about stopping bullying in your school
- Know what bullying is and what type of behaviour is and isn't bullying
- Work with other children and adults to stop bullying in school
- Be someone who is kind, empathetic, a good listener and supports others
- Help to run days in our school/community that raise awareness of bullying and promote kindness
- Celebrate the things that make you and others special and unique
- Keep children and families up to date with all of the brilliant Anti-Bullying work that is happening in school
- Report any referrals from children about potential bullying to a designated adult

Staff

All staff can expect to be properly trained and supported in dealing with bullying.

All staff will be expected to:

- Promote an environment that is constructive and safe for all pupils through their own teaching practice and actions.
- Keep an open-mind and, similar to safeguarding, maintain an attitude of 'it could happen here'.
- Take all concerns and allegations seriously, and follow the procedures set out in this policy when they are dealing with bullying or suspected bullying.
- Work in co-operation and communicate with colleagues, pupils, parents/carers, senior leaders, staff from other organisations in the local community and the school's board of governors to combat bullying.

Parents/carers

All parents and carers can expect to be kept informed of the school's anti-bullying work throughout the school year.

We ask for your support in:

- Building your child's confidence and encouraging them to stand up to bullying behaviours by reporting these at the earliest opportunity.
- Ensuring your child only accesses age-appropriate online material and apps with an appropriate level of supervision
- Ensuring polite and kind communication between your child and their peers, especially when using online devices
- Reporting any concerns about bullying to your child's class teacher as soon as possible following an incident, and giving them an opportunity to put measures in place to help prevent further occurrences
- Considering ways of supporting your child should they fall victim of bullying behaviours outside of school e.g. reporting to the website, reporting to CEOP, reporting to the police.

Staff will do their best to address any concerns that you may have about bullying; and you will be asked to co-operate with the school in supporting your child and promoting the message that bullying behaviour is not acceptable.

If your child is being bullied, you can expect that:

- You and your child will be listened to and these concerns taken seriously.
- Staff will ensure that you are involved in the process of supporting your child in dealing with the bullying.
- Staff will do their best to address any concerns you may have.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her experience of being bullied.

If your child is bullying another pupil, you can expect that:

- You and your child will be listened to and any concerns taken seriously.
- Your child will be treated fairly.
- Your child will be expected to change their bullying behaviour, and supported and encouraged in doing so by staff.
- You will be asked to support the school in helping your child change their behaviour and preventing any further incidents.
- Your child will receive consequences in line with the Positive Relationships and Behaviour Policy and our Exclusions Policy.
- Wherever necessary, the school will put you in contact with outside agencies that can help to support you and your child in addressing his/her bullying behaviour.

If you have any concerns that another child who attends the school (e.g. a friend of your child) may be experiencing bullying, please do not turn a blind eye, but report this to a member of staff.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child on child Abuse Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, where appropriate, this will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

Governors

School Governors can expect to be kept up-to-date on the progress of the school's anti-bullying work, and to receive an annual report on anti-bullying work.

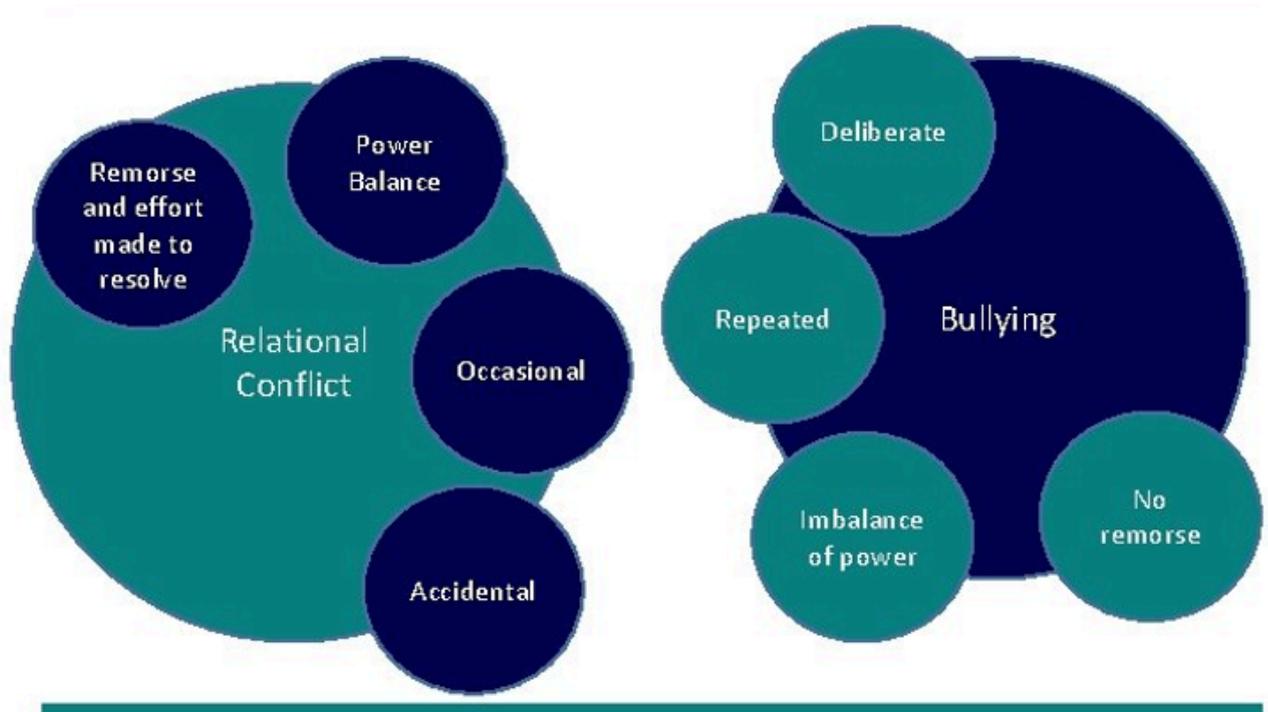
School Governors will be expected to:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Publicly support the school's anti-bullying message.
- Attend appropriate training relevant to their role in order to support and challenge the school's anti-bullying work

Relational Conflict and Bullying

Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental.

In cases of relational conflict, there is also generally a willingness to make things right, to reflect on what went wrong and to try and plan a way forward.



Not all conflict leads to bullying, but some does. It is important for adults to consider that unresolved bad feelings, or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention is to cause harm or distress, and can create an imbalance of power which makes an individual or group more vulnerable.

By identifying *Relational Conflict* in its early stages and completing restorative solutions to support pupils, we are more likely to prevent the potential of bullying behaviours.

Some methods that could be considered when resolving relational conflict are:

- Group work about the impact of their behaviour
- Friendship agreement
- Identifying particular triggers and solutions to avoid these
- Toolbox of strategies to manage conflict successfully
- Consideration of additional needs, such as social communication needs
- Social communication interventions (following assessment of need)
- Anything else that may be deemed appropriate to support each particular case.

Special Educational Needs

Children with SEND are more likely to have behaviour difficulties and SEMH difficulties. We recognise that a one size fits all approach may not be appropriate for all children. Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

SEND children presenting bullying behaviours

By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, it is possible to reduce the occurrence of challenging behaviour. Disciplinary measures must be applied fairly, consistently and reasonably, accounting for any SEND/vulnerabilities that pupils may have.

SEND children targeted by bullying

Staff are aware that some groups are potentially more at risk. We recognise that SEND children may be more vulnerable to becoming the target of bullying behaviours and proactively work to ensure that those particular children are supported in a way that is appropriate for them. The considerations for each child will be led by their own personal needs; however, some of the ways we may seek to prevent bullying could include:

- Closely monitoring relationships with their peers and intervening at the earliest opportunity if relational conflict and/or bullying behaviours are identified.
- Providing opportunities for children with SEND to communicate any worries in a way that is appropriate for them (such as regular check ins, communication books to draw or write in, visual aids).
- Proactively identifying need using assessment and our relationships with pupils to reduce and prevent incidents.
- Communicating any concerns within our weekly vulnerable children's meetings where both our SEND and pastoral teams, along with classroom staff, will communicate any concerns and support in place and required.
- Educating SEND children about keeping safe including online bullying in a way that is appropriate for them (such as using resources or intervention identified through their Individual Education Plan).
- Educating ALL children about kindness and compassion through our PHSE curriculum, including the difference between fairness and equality.

Further vulnerabilities to consider

St Matthew's invest in specialist training to improve skills to help staff members understand the needs of their pupils. This ensures that consideration is given to vulnerable groups and encourages a proactive approach to prevent bullying. Staff are encouraged to openly discuss and explore through staff CPD, differences which may lead to bullying. Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

Opportunities to attend specialist training changes regularly; however, some of the training that may be considered include:

- Trans Awareness (The T Bit)
- Introduction to Sexuality Awareness (the LGB bit)
- Delivering an LGBT+ Inclusive Curriculum
- Mental Health First Aider
- Anti-Bullying Alliance Training

Underlying reasons for bullying behaviours

When addressing bullying incidents St Matthew's will seek to discover the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. If this is the case, we will consider whether the perpetrator would benefit from support too. This may include but is not limited to:

- Individual Educational Plan and/or personalised behaviour plan
- Personalised risk assessment for the perpetrator
- Planned restorative work separately as well as with the target child
- Personalised timetable (which may include part time timetable)
- Early Help Assessment
- Referral to outside agencies
- Consideration of alternative provision where appropriate and available

Potential Bullying

St Matthew's recognises that not all bullying behaviours can be 'seen', and whilst there may not be evidence of bullying behaviours, this doesn't mean that they aren't happening or that there isn't the potential for them to happen.

It is important that any report of potential bullying behaviours is taken seriously and investigated thoroughly. Identifying the potential of bullying is an important part of identifying and preventing bullying behaviours. Whilst it is important not to label children or their behaviour without sufficient evidence to confirm bullying behaviours have taken place, it is important to acknowledge the feelings of the potential target. Where there is insufficient evidence of bullying behaviours, but where there is the potential for bullying behaviours to take place, measures will still be taken to support both the potential target and child potentially presenting bullying behaviours through restorative approaches and any further needs that have been identified.

If, following a thorough investigation, the behaviours identified do not meet the school's agreed definition of bullying, or there is insufficient evidence of bullying behaviours, then they shouldn't be labelled as such. However, it is important to recognise that whilst some behaviours may appear to be potential bullying, staff should maintain the view that 'this could happen here' and seek ways to assess and prevent any possible further potential bullying behaviours or the escalation of these behaviours (left unaddressed) could lead to bullying.

Some methods that could be considered when challenging potential bullying are:

- Offering restorative work between children, with a focus on restoring relationships.
- Designating a named person in school to complete regular check-ins with each child. Ensuring these are recorded and overseen by a member of staff, and following up on any concerns shared as soon as they arise.
- An agreement with all parents and carers about how incidents or concerns should be shared, and how often proactive meetings should take place to review the measures in place.
- Assess and address any additional need that may be presenting in any child involved. This can include social communication check lists, SDQs, Boxall Profile. Small group or individual intervention may be deemed appropriate based on this assessment, unless the need can be met with support strategies.
- Reducing opportunities for the children involved to mix, especially in less structured/supervised environments e.g. toilet passes, lining up orders.
- Ensuring PSHE lessons and any appropriate circle times are effective at targeting the behaviours that may be taking place.
- Sharing these concerns with the wider staff team so any incidents can be viewed in the context of 'potential bullying' taking place, and this can be regularly reviewed.
- Anything else that may be deemed appropriate to support each particular case.

Recording, Monitoring and Communication

Staff should follow the guidance set out in the Positive Relationships and Behaviour Policy around recording, monitoring and communicating about negative behaviours, which includes bullying.

Where bullying behaviours have been determined, this should be recorded as a 'serious behaviour', with the agreement of the Key Stage Lead or another member of SLT.

Staff should discuss with Key Stage Leads (or another senior member of staff if appropriate) the outcome of an investigation as soon as possible to discuss this before selecting one of these serious behaviours and associated outcomes. The headteacher is the only member of staff who can authorise external exclusions.

Class Charts is used to record the behaviour and consequence, and CPOMS should be used to record further detail, including the investigation notes and outcome.

Parents of those determined to have shown bullying behaviours should be contacted at the earliest opportunity by phone or face to face meeting.

For any child that is a victim of bullying behaviours, this information should be communicated to parents or carers and on the same day, wherever possible. This communication can include some of the steps taken following the incident. This communication should take place via phone call or face to face meeting wherever possible, and should be recorded in Class Charts Notes and CPOMs action.

If bullying behaviours are not substantiated, but other behaviours are, such as relational conflict or potential bullying, this should still be reported to all involved parents at the earliest opportunity, with updates on the action taken.

In all cases, class teachers should review the concerns about bullying behaviours with parents on a regular basis, until a point where it is agreed the risk is minimal and they can return to universal monitoring and communication.

Key Stage Leads, monitor behaviour on a regular basis, and formally each fortnight. Behaviour is on the agenda of weekly SLMT meetings.

Behaviour is also discussed at the Key Stage meetings and the Pastoral Meeting. This enables all staff to be consistently reminded about the expectations and procedures to review successful and unsuccessful strategies and to be aware of new trends/patterns of behaviour in each year group. The impact of strategies and support for whole school, specific classes and individual pupils is assessed every half term and revaluated by Senior and Middle leaders.

The Governing Body receives a termly report about Behaviour within the Headteacher's report. The Governing Body scrutinise the report and any accompanying data to ensure that all groups of pupils are behaving well and responding to the support given.

How to investigate a report of bullying

Upon receiving a report of bullying or bullying behaviours, the class teacher or key stage lead should immediately investigate this report. The investigation should begin no later than the following school day (e.g., if the report was received at the end of the day).

The investigation should include:

- Speaking to the alleged target, asking open questions to get a full picture of the situation (including any relevant historical incidents).
- Speaking to the person reporting the behaviour (if they are different to the target) to understand what they have seen/heard.
- Speaking to the child potentially presenting bullying behaviours, again asking open questions to get a full picture.
- Identifying any potential witnesses (children/staff) and speaking to them about what they have seen/heard. This could include anything that has been reported to them over time.
- Reviewing any recorded behaviours on CPOMS/Class Charts, especially any between the target and child potentially presenting bullying behaviours.

It may be necessary to speak to people more than once if further information comes to light after speaking to others.

All information gathered should be recorded. Use initials instead of names so that this can be scanned in and uploaded directly on to CPOMS.

After investigating, the SOUR chart should be used to help ascertain if bullying behaviours have occurred, or if not, what has been identified.

All relevant information should be recorded on CPOMS with the category 'bullying' tagged in.

The headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.

Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

Procedure to identify bullying behaviours – FLOW CHART

Procedure to identify bullying behaviours

Accusation of bullying made or pattern of behaviour identified

Class teacher should investigate the behaviour with all children involved using restorative questioning (see [How to investigate a report of bullying](#)) and record their findings on a '[Bullying investigation sheet](#)'. This should then be shared with the Key Stage Lead when completed to discuss further.

Key stage lead assess the information, ascertain if any further information is required (and arrange for this to be sought) and confirm if the decision made can be verified with the information available. SOUR sheet scanned and uploaded into Staff Drive (Behaviour Folder).

One off incident; no bullying behaviours identified.

Relational conflict; no bullying behaviours identified.

Potential bullying behaviours

Bullying behaviours identified

Positive relationships and behaviour policy to be followed.
Record and monitor.

Positive relationships and behaviour policy to be followed.
Record and monitor.

Positive relationships and behaviour policy to be followed. Record and monitor. KS Lead supports teacher to put [appropriate measures](#) in place to help prevent any further potential bullying behaviours or the escalation of these behaviours to bullying.

Positive relationships and behaviour policy to be followed. Serious consequences may be considered by KS Lead/SLT, in line with the exclusions policy.
Record and monitor.

Identify [further work](#) that could help resolve relational conflict.

Monitoring identifies an imbalance of power so there is the potential for bullying.

Record incident and further work on class charts under 'Relational Conflict' category. Notes added under same category.

KS Lead works with teacher to write risk assessment which records measures put in place. All parents/carers informed by teacher.

Consequences applied where appropriate and parent/carers informed by KS Lead.

If relational conflict has been resolved no further action although the situation should continue to be monitored by class teacher and KS lead.

If relational conflict has not been resolved Key Stage Lead raises at Pastoral Meeting.

Findings and all relevant documents must be recorded on CPOMs under 'Bullying'.

Plan [possible strategies](#) to work with pupil(s) who is/are being bullied

Plan [possible strategies](#) to work with pupil presenting bullying behaviours

Key Stage Lead takes responsibility to organise:

Meeting with class teacher and all sets of parent/carers (separately).

Agree appropriate measures which may include mediation sessions, ongoing monitoring, restorative work and any additional pastoral intervention.

A pastoral support plan should be in place for the pupil being bullied and risk assessments in place to record measures in place.

A plan for how progress will be communicated to both parents/carers should be agreed.

Headteacher informed.

Actions and review date must be agreed with pupils, parents/carers

If bullying behaviours continue, further actions must be taken.

Headteacher must be informed.

Formal letter from headteacher to parents to invite them to a meeting. Possible consequences to be discussed and further actions. Seriousness of the situation must be highlighted and review date agreed.

Further exclusions may be considered:

Non-structured times such as playtimes

Internal

Fixed-Term

Permanent

If bullying behaviours continue:

Pastoral Support Plan implanted which may include:

Part-time timetable

Further external assessment such as Educational Psychologist, behaviour/send consultant

Support from Local Authority

Bullying report form – Early Years

Bullying Report Form

Name:

How do you feel?

SAD



Cry lots of tears!

ANGRY



Growl and stomp around!

AFRAID



Hide behind your hands!

Who made you feel that way?

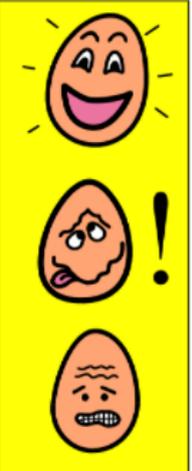
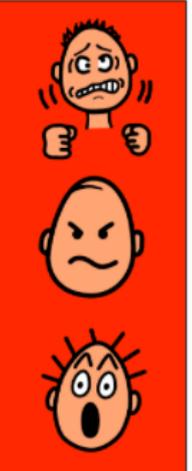


Bullying report form – Key Stage 1

Bullying Report Form

Name:

How do you feel?

			
<p>Blue Zone</p> <p>sad tired sick moving tired slowly</p>	<p>Green Zone</p> <p>happy calm feeling ok focused ready to learn</p>	<p>Yellow Zone</p> <p>frustrated worried silly/wiggly excited loss of some control</p>	<p>Red Zone</p> <p>mad/angry terrified yelling/hitting elated out of control</p>

Who made you feel that way?



Bullying report form – Key Stage 2

Personal details	
Your name:	

Your year group:	
Name of person being bullied:	
Their year group:	
Did you see the incident?	Yes/No
What happened?	
Who was involved?	
What did you see?	
What did you hear?	
How did you feel?	
Have you told an adult? If yes please tell us who:	

Bullying investigation form

This form will be sent to the headteacher upon completion.

Personal details		
Name of person reporting incident:		
Name of pupil being bullied:		
Year group:		
SOUR		
Same person/group of people	Y/N	Supporting information:
On purpose	Y/N	Supporting information:
Unfair/Imbalance of power	Y/N	Supporting information:
Repeated	Y/N	Supporting information:

Have bullying behaviours been identified? Yes [] No []

Why/why not?

If not, what has been identified?

One off incident [] Relational conflict [] Potential bullying behaviours []

Please record further detail on CPOMS, along with any actions to be taken (see flow chart) and attach a scanned copy of this sheet.

Incident details

What happened?

Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?