



**The Whitchurch Church of England Federation**

**Anti- Bullying Policy**

**Implementation Date-February 2024**

**Review Date – February 2027**

Our aims and values are firmly based on Christian principles and in particular we wish to promote racial harmony and social cohesion in our local community.

**“Learning to Love God and Love our Neighbour as Ourselves.”**

We are proud to be federated Church of England academies at the heart of the community of Whitchurch.

An inclusive family under God, welcoming everyone into our friendly, respectful, and caring Federation.

We aim to provide an aspirational curriculum and supportive working environment to enable every individual to reach their full potential.

**“Learning to Love God and Love our Neighbour as Ourselves”.**

**Luke 10: 25-37**

**Ethos Statement:**

To create a welcoming and inclusive environment in which all children will flourish. Every child is encouraged to care for, respect and appreciate the ultimate worth of others, developing positive relationships as they take their first steps towards independence and becoming responsible, thoughtful, and confident adults of the future, making successful contributions to their local and the global community.

**Values:**

As Federated Church of England Academies, we believe it is important to develop Christian values by which to live well together and which help to develop a moral and spiritual awareness.

Our core Christian value is Love. Across our Federation everyone is encouraged to love and respect themselves, others, God, and his world. The Bible tells us that,

**“God is love. Whoever lives in love lives in God, and God in them.”  
(1 John 4:16).**

**Love**

The value of ‘Love’ underpins everything we do in our Federation. We believe that through a focus on Love, by working together as part of a strong and supportive family, we can all achieve more.

**“Love your neighbour as yourself.”  
(Luke 10:27)**

The Good Samaritan

### **Compassion**

Helps us to foster a nurturing environment, supporting one another, promoting empathy and inclusivity.

**(Luke 5: 17-26)**

**Jesus Heals a Paralytic Man**

### **Courage**

Gives us the skills to face challenges, take risks and develop resilience and encourage personal growth.

**(1 Samuel 17 1-58) – David and Goliath**

**(Daniel 6:1-28) – Daniel in the Lion's Den**

### **Kindness**

Creates a positive, harmonious atmosphere, fosters empathy, friendship, and a sense of belonging.

**“Do to others as you would have them do to you.”**

**(Luke 6: 27-31)**

### **Perseverance**

Teaches us the importance of determination and hard work. Helps us to overcome obstacles and achieve our goals.

**The Journey of the Magi**

**(Matthew 2: 1-12)**

### **Respect**

Helps us to treat others with kindness and listen and consider everyone's feelings. It is important we are all valued.

**Show proper respect to everyone.**

**(1 Peter: 2-17)**

### **This policy is based on DfE and Church of England guidance:**

*“Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”* July 2017 and supporting documents *“Supporting children and young people who are bullied: advice for schools”*, *“Cyberbullying: advice for headteachers and school staff”*, *“Advice for parents and carers on cyberbullying”* November 2014.

It also considers the DfE statutory guidance, *“Keeping Children Safe in Education”* 2019.

Valuing All God's Children Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying Second Edition Summer 2019.

### **Principles**

As a Federation, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The Federation will seek ways to counter the effects of bullying that may occur within our academies or in the local community. The ethos of our Federation fosters high expectations of outstanding behaviour, and we will consistently challenge any behaviour that falls below this.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and All staff should know what the Federation policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the Federation policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our Federation is a safe place for children and adults to be; whether the Federation community is directly or indirectly affected by bullying or not.

### **What Is Bullying?**

Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014).

Bullying is when the same pupil is repeatedly and deliberately harmed. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected over and over again to mean and hurtful actions by others.

The purpose of bullying is to hurt, harm and cause distress. A victim may be physically weak, timid or might be new to a class with no circle of friends to support him or her. Children who do not share similar characteristics with their peers, for example their race and culture, their sexuality, or their educational ability, can also be victimised through bullying.

Sometimes children hurt each other by accident. A fight or falling out between two children of equal strength and status is not bullying. When such incidents arise, the academies will deal with these in line with our behaviour policy.

In other words, bullying at Whitchurch Church of England Federation is considered to be:

**"Unacceptable behaviour which occurs 'lots of times, on purpose'."**

Bullying can be:

**Emotional** - being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)

**Physical**- pushing, kicking, biting, hitting, punching or any use of violence.

**Racial**- racial taunts, graffiti, gestures

**Sexual**- unwanted physical contact or sexually abusive comments

**Homophobic** - because of or focussing on the issue of sexuality.

**Direct or indirect Verbal**- name-calling, sarcasm, spreading rumours, teasing, taunting, mocking.

This includes the same inappropriate and harmful behaviours expressed via digital devices (**cyberbullying**) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

### **Forms of bullying covered by this Policy.**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion, or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual, and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

### **Perpetrators and Victims**

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

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved.
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

### **Our Federation community:**

- Discusses, monitors, and reviews our anti-bullying policy and practice on a regular basis.
- Supports all members of staff to promote positive relationships to prevent bullying.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Requires all members of the community to work with the academies to uphold the anti-bullying policy.
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the MAT and Local Authority and other relevant organisations when appropriate.

### **Preventing, identifying, and responding to bullying**

The ethos and working philosophy of Whitchurch Church of England Federation means that all staff actively encourage children to have respect for each other and for other people's property. Positive behaviour is regularly acknowledged and rewarded.

The Federation community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Challenge practice which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support, anti-bullying ambassadors and the school council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff and support staff (including administration staff, lunchtime support staff and site support staff) to identify all forms of bullying, follow the Federation policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate, and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects pupils even when they are not on school premises, for example online etc.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.

The following steps will be taken by staff when dealing with incidents:

- If bullying is suspected or reported, the incident will be taken seriously and appropriate first steps are taken promptly by the member of staff who has been approached each incident will be investigated thoroughly, sensitively, and effectively.
- A clear account of the incident, actions taken, and review date will be recorded either on the form detailed on Appendix 2 or directly onto CPOMS, given to the designated safeguarding leads and kept so incidents can be monitored. The designated safeguarding leads will ensure any paper records are scanned / transferred onto CPOMS.
- Relevant staff will be kept informed and if the bullying persists, they will record this and inform the head of school/designated safeguarding lead, and appropriate further action is taken parents/carers will be kept informed appropriately.
- Appropriate rewards and sanctions in line with the school's Behaviour Policy will be used to support the improvement of pupils' behaviour.
- The school will inform the Local Authority of any hate or prejudice related incident as part of the school's Public Sector Equality Duty under the Equality Act 2010 and in support of the Shropshire Tackling Hate Crime Initiative. See Appendix 1.

### **Involvement of pupils**

We will:

- Regularly discuss children's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.

- Involve pupils in anti-bullying campaigns in our academies and embedded messages in the wider curriculum.
- Publicise the details of help lines and websites.
- Offer support and reassurance to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Offer opportunities to discuss issues to do with self-esteem, gender identity, and anti-bullying and offer opportunities for pupils to learn to value themselves and their bodies through our PSHE / RSE physical, social, health and economic education scheme of work.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers on the Federation website and in the academy offices.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the Federation to role model positive behaviour for pupils, both on and offline.

### **Links with other Federation / academy policies and practices**

This policy links with a number of other school policies including:

- Behaviour policy
- Complaints procedure
- Safeguarding and Child Protection policy
- Acceptable Use Policies (AUPs)
- Data Protection policy

### **Roles and responsibilities**

It is the responsibility of:

- The principal will communicate the policy to the academy communities and to ensure that disciplinary measures are applied fairly, consistently, and reasonably.
- The Local Governing Committee to take a lead role in monitoring and reviewing this policy.
- Governors, the Principal, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.



- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the Federation.
- Pupils to abide by the policy.

### **Monitoring, evaluation, and review**

The principal will report on a regular basis to the local governing committee on incidents of bullying and outcomes.

The Federation will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.

### **Preventative Strategies:**

i. High levels of Supervision i.e.

- a) Playground – at least two adults on the playground.
- b) Midday Supervisor for each class at the Infant Academy and for at least every two classes at the Junior Academy.
- c) Full time Teaching Assistants in Foundation Stage and full and part time teaching assistants in KS1 and KS2 plus extra support where necessary.
- d) Ensuring adequate adult/child ratio when going on school trip/walk etc.

Playground Equipment and adults support - markings/games / activities on the playground, picnic tables and lunchtime equipment all help to keep children positively focused on desired behaviour as well as adult support for play.

ii. Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground.

iii. Reinforce caring for each other through Bible/related stories in Collective Worship, the Federation Christian values and through other appropriate curriculum areas.

iv. Remind children to speak to a trusted adult if somebody does something to them that they don't like in the classroom/playground/toilet.

v. Encourage children to add a worry to the worry boxes if they wish to talk to a trusted adult.

vi. Carpet Discussion Time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?

vii. Keep record of incidents – Complete a Bullying Incident form / record onto CPOMS and report to Designated safeguarding leads. If a pattern of behaviour is

emerging or serious incident occurs, contact parents to discuss ways of resolving the situation.

viii. Teach children how to recognise when others do not like what is happening to them – sad face, crying.

ix. Encourage children to use the friendship bench if they need a friend on the playground. (Infant Academy)

x. Appoint anti-bullying ambassadors at the Junior Academy who have regular meetings to support their peers and act as a first point of contact for any pupil who has a concern relating to bullying.

APPENDIX 1

# Shropshire Schools Hate-Related Incident Report Form

report prejudice/hate-related incidents to Shropshire Council. Completed forms may be submitted by email to *EducationImprovementService@shropshire.gov.uk*; by Fax to 01743 254538 or by post to *EIS, Shropshire Council, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND*. Reports can also be made verbally on 01743 254386.

Numbers of incidents reported, and nature of those incidents are reported to the Hate Crime Reporting Sub-group. The information is used to help inform community-based interventions to counter the problems identified. Specific support at school can be offered on request.

School name

**Section A: About the Incident/s**

What do you think motivated this incident? (*indicate all relevant characteristics*)

- Race                       Religion / culture                       Sex                       Disability  
 Sexual orientation                       Gender identity/presentation                       Age\*  
 Other (please define)

*\*Age discrimination legislation does not apply to the treatment of pupils or provision of education.*

**Section B: Tell us about the incident in your own words; giving as much detail as possible (please use a separate sheet if necessary):**

**When did the incident take place?**

Time  Day  Date

**Where did it happen?**

Area of school / Street name or location if outside school / via electronic media (please give details below)

**What happened?**

**What injuries were suffered (Physical? Emotional?) Please give details below: -**

**Was any property lost or damaged:**  Yes (if yes please give details below)  No

**Frequency or duration of behaviour**

- Once or twice                       Persisting over one school term.  
 Several times a week                       Persisting for more than a year.

**Section C: About the Victim**

Is the victim  Pupil                       Staff member                       Other adult                       Other child?

(Name of victim is not needed in this context)

Sex M/F Is this same as birth? Y/N

If child - Year Group /Age

If adult - Age Group:     16-24     25-34     35-44     45-55     Over 55

Please indicate in the appropriate box how you would describe the victim:

**Religion/belief**

- Buddhist                       Rastafarian                       Don't know  
 Christian                       Sikh  
 Hindu                       Other   
 Jewish                       No religion  
 Muslim                       Prefer not to say

**Sexual orientation**

- Heterosexual.  
 Bisexual  
 Gay/Lesbian  
 Prefer not to say  
 Don't know

**Ethnicity**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> White British          | <input type="checkbox"/> White & Black Caribbean | <input type="checkbox"/> Any other black background  |
| <input type="checkbox"/> White & Black African  | <input type="checkbox"/> Indian                  | <input type="checkbox"/> Chinese                     |
| <input type="checkbox"/> White Irish            | <input type="checkbox"/> Pakistani               | <input type="checkbox"/> Any other ethnic background |
| <input type="checkbox"/> White & Asian          | <input type="checkbox"/> Bangladeshi             | <input type="checkbox"/> Prefer not to say           |
| <input type="checkbox"/> Other white background | <input type="checkbox"/> Black Caribbean         | <input type="checkbox"/> Don't know                  |

- Any other mixed background     Black African  
 Eastern European

**Is the victim from a Gypsy or Traveller background?**

- Yes     No     Don't know

**Disability – please describe**

Don't know

**Section D: About the offender(s)**

**Details, with Year or age group/s if pupil/s; ethnicity; gender/gender identity; other relevant characteristics**

*(Name/s of offender/s not needed in this context)*

**If adult - Age Group:**

- 16-24     25-34     35-44     45-55     Over 55

**Role / reason for presence at school**

**If offender/s is/are unknown, can you describe them?** (Consider height, ethnicity, build and clothing).

**Section E: What now?**

**Details of actions agreed with everyone involved – including parents and carers where appropriate:**

**Outcomes of follow up**

**Section F: Details of person reporting (victim, witness or third party)**

Form Completed by:

Role:

Date

Date this incident was reported to the authority:

**Police involvement:**

Does the person reporting / victim/parents or carers / school want the Police to investigate?

Yes

No

The police will want to collect evidence i.e. photograph any injuries the victim has; look for fingerprints left by the offender or swab any areas where the suspect has touched. If you have any evidence, which may be of use to the police then please ring them and tell them **immediately**. Shropshire Police 24-hour telephone number is: **101**.

**Authorisation:**

**Certain agencies can share de-personalised information without your consent.**

**Do you agree to the information being passed to all the agencies involved in the local agency partnership?** (The local agency partnership includes West Mercia Police, Shropshire Diversity Officer, Citizens Advice Shropshire and Victim Support Shropshire).

**This is requested to help in assessing and countering the levels of hate crime in Shropshire.**

Incident details only

Yes

No

Personal details

Yes

No

Signature

Date

.....  
**Follow-up – for any further interventions related to this incident (for School use – no additional formal reporting required).**

**If the behaviour does not stop after initial interventions, this space can be used to record additional steps being taken and outcomes for both victim and perpetrator:**

Victim: -

Perpetrator: -

**APPENDIX 2 – Incident Reporting Form**

Bullying Incident Log	
Child's Name:	Class:
D.O.B:	
Incident:	
Record of conversation with the child:	
Record of conversation with the parent/ carer:	
Any further actions:	
Signed:	
Date:	
Time:	