The First Federation Trust

Anti-Bullying Policy

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This policy was adopted by 23rd March 2023

The First Federation Trust

Core Purpose
Working together to provide the best possible education for all.
Mission
Using our individual and collective strengths to work together to improve our schools.
Providing all pupils the best education, enabling them to succeed.
Vision

Every child will aspire, flourish and achieve within the heart of the community.

In our Church schools, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect.

All of the schools within the First Federation Trust are inclusive and hospitable communities.

This policy reflects the school vision and values:

Our Vision

Team Salcombe is grounded in love and united by a shared commitment to excellence in all that we do. Rooted in Christian theology, our vision inspires every individual to aspire, flourish and achieve their God-given potential in all aspects of life. Guided by integrity and service, we are dedicated to enabling every member of our community to thrive and *sail to success*.

"Let us run with perseverance the race marked out for us, fixing our eyes on Jesus."

— Hebrews 12:1–2

Nestled along the stunning Devon coastline, where the sea and sailing shape our daily lives, we draw inspiration from teamwork, perseverance and a spirit of adventure. Our unique setting encourages us to look outward — embracing diversity, nurturing global awareness and valuing the wider world beyond our shores.

With excellence in teaching and learning at the heart of all we do, we nurture the whole child, journeying together to make a positive difference. As we prepare our children to set sail into the world, we continue to explore, dream and discover - empowering every child to become the very best version of themselves as we move forward together as Team Salcombe.

Our Values

At Salcombe Church of England Primary, we believe that a core set of values can help play a pivotal role in shaping the ethos of our school and our Christian identity. We use our values to help children develop their character, self-belief and feel a sense of purpose. Our values are used to celebrate successes and guide children with their choices, behaviour and learning.

Our core Christian values are:

- Service
- Aspiration
- Integrity
- Love

Statement of Intent

The First Federation Trust recognises that all pupils whatever their creed, ethnicity/race, sexual orientation or academic ability have the right to feel safe and secure when they come to school. Everyone in the school community has the right to feel free from any threat of bullying or harassment. Pupils should also feel safe when reporting incidents to members of staff without fear of reprisals. It is necessary that we, at the First Federation Trust, operate the Anti-Bullying Policy pro-actively, fairly and consistently to all pupils.

Objectives of this Policy

This Anti-Bullying Policy outlines what the First Federation Trust will do to prevent and tackle bullying.

Our school community

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis.
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.

- 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.
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/carers in turn work with the school to uphold the Anti-Bullying Policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Aims of this Policy

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy.

In order to achieve this, the school will:

- Meet the legal requirement for all schools to have an Anti-Bullying Policy in place.
- Ensure a safe and secure environment free from threat, harassment, discrimination or any type of bullying behaviour.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- Inform pupils and parents of the school's expectations and foster a productive partnership which helps to maintain a bullying-free environment.
- Ensure all directors, governance volunteers, pupils and parents/guardians understand what bullying is and what they can do if bullying occurs.
- Assure pupils and parent/guardians that they will be supported when bullying is reported.
- Ensure that there is a procedure to follow (including reporting to the local authority where appropriate) when incidences of bullying occur and that this procedure is made clear to all staff and pupils (see School Pupil Behaviour Policy)
- Follow up every incident of alleged bullying to ensure that the victim is given as much support as possible.
- Inform parents of both the victim and bully of the action being taken by the school and what they can do to reinforce and support this.
- Ensure that all pupils have an identified trusted person (normally the class teacher) to talk to confidentially. Pupils need to know that something will be done if they report any bullying and are reassured that the incident will be handled in a sensitive manner.
- Ensure that all areas of school are monitored during play/lunch times and where possible at the end of the day.

- Set out procedures for dealing effectively with specific complaints from parents (please refer to the Complaints Policy).
- Provide a pastoral support programme that enables pupils to have easy access to their teachers where they can discuss issues of concern, such as bullying, in a confidential setting, such as 'Check In' times.
- Use whole school initiatives (family assembly, celebration assembly, FAB contract etc) and teaching strategies (PHSE, citizenship lessons, Circle Time) as a positive means of combating bullying.
- Endeavour to create a positive, caring ethos within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of a protected characteristic (sometimes referred to as 'identity-based bullying').

Prejudice-related incidents are one-off incidents relating to a protected characteristic, which may or may not be directed at an individual. They may or may not be carried out with the intention to harm or cause offence.

Forms of BPRI

BPRIs can take many forms including:

Verbal	Name-calling and ridicule such as racist or homophobic remarks.
Visual	Graffiti, gestures, wearing racist insignia or showing pictures.
Incitement	Spreading rumours or encouraging others to participate.
Cyber	Using technology such as text messages, social media or email.
Segregation	Excluding, isolating, ignoring or avoiding an individual from the activities or social acceptance of their peer group.
Physical	Hitting, pushing, unwanted touching, kicking, threatening with a weapon.
Property	Theft or damage to personal property; extortion.

All have an emotional impact on an individual, and the effects of verbal incidents should not be underestimated.

Bullying can be based on any of the following things:

- Racism
- Homophobia / biphobia
- Sexism / Sexual harassment
- Disability related
- Religion or belief related
- Gender identity
- Related to the target's perceived characteristics

- Related to the perceived characteristics of someone the target associates with (family member, friend etc).

Bullying is not ....

It is important to understand that bullying is not the *odd* occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. **It is bullying if it is done several times on purpose (STOP).**

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all must learn how to deal with these situations and develop social skills to repair relationships. Our trust understands our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This is set out in our Relationships and Sex Education Policy.

Signs and Symptoms of Bullying

A child may indicate, by different signs of behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine/route to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep or has nightmares
- Feels ill in the morning
- Begins to under-perform in school work
- Comes home with clothes torn or books damaged
- Has possessions go 'missing'
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/snack/sandwiches have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Becomes isolated from friends
- Stays close to adults

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy. Reporting could include to the following:

- Parent/carer
- School
- Police/101
- CEOP Reporting

Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitored in school.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored. Actions and sanctions will be taken, if appropriate, for pupils and staff found using any such language. Staff are also encouraged to record the causal use of derogatory language using the school safeguarding recording system e.g. CPOMs.

Preventative Policy

The whole school policy is underpinned by a proactive, preventive approach which has proven highly successful in further improving the school's already low incidents of bullying.

At the First Federation Trust we involve all stakeholders at all levels of policy making. Our initiatives include, but are not limited to, the following:

Prevention

a) Our Trust vision and school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
b) Integrated use of PSHE across all year groups
c) Training of Peer Mediators
d) Playground Buddies
e) Circle Time activities which provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
f) Breakfast Clubs to support vulnerable children
g) Organised activities for all children at lunchtimes
h) Friendship Stops
i) Worry Boxes in all classrooms
j) Pupil feedback forms accessible for all students
k) Anti-bullying wristbands
l) Curriculum Enrichment Assemblies
m) The Golden Rules
n) Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
o) Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain elf-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
p) Stereotypes are challenged by staff and pupils across the school.

Vulnerable Groups

Children, if identified as belonging to a vulnerable group, receive highly effective and personalised intervention and support. This is further enhanced by integration, whenever possible, within mainstream classes.

Examples of specialised groups include:

a) Military children
b) Looked After Children
c) Travellers
d) Children of Faith
e) Children from families of same sex parents
f) Pupil Premium

Class teachers, support staff, management and Directors all meet with relevant key staff, e.g. SENCO's, to discuss provision and monitor impact. Parent and

Behaviour Communication Books along with Lunchtime Logs monitor any incidents on a daily basis.

Link Director/Trustee

The Chair of Directors/Trustees is the link director/trustee for anti-bullying and this is shared with all members of the community via our newsletters.

Procedures and Dealing with Incidents

Role of pupil being bullied

Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you.

Below are some strategies that pupils in our school have suggested to help you if you are being bullied:

- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Say 'No'.
- Practise confronting the bully in front of a mirror.
- Stay in a group, bullies usually pick on individuals.
- Be brave.
- Get away as quickly as you can.
- Change a routine or route and walk with others.
- Tell someone you can trust – it can be a teacher, member of staff at school, a parent, a friend, a brother, a sister or a relative.
- Believe what the bully says is not true.
- Ask them why they are bullying you.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, use the worry box.
- When you tell an adult about the bullying give then as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what's been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it and quick.
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline such as Childline or the NSPCC

Role of a pupil who sees someone being bullied

Ignoring bullying is unfair to the target. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

Below are some strategies that pupils in our school have suggested to help you if you see someone possibly being bullied:

- Try not to smile or laugh at the situation.
- Don't rush over and take on the bully yourself.
- Try not to be made to join in.
- Ask the victim to play with you.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the victim(s) know that you are going to get help.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it use the worry box.
- Call a helpline for some advice such as Childline or the NSPCC

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about their experiences.
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened.
- Reassure your child that they have done the right thing to tell you about the bullying.
- Explain to your child that should any further incidents occur, they should report them to a teacher immediately.
- Make an appointment to see your child's teacher.
- Explain to the teacher the problems your child is experiencing.

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.

- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Discuss what action the school intends to take.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child is bullying others:

- Talk with your child and explain that what they are doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how they can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop them bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when they are co-operative or kind to other people.
- Information about cyber-bullying and e-safety is sent out to parents at least once a year.
- Call a helpline for some advice such as YoungMinds or the NSPCC

Role of staff

- Staff should: ***Prevent*** Promote strong inclusive values and a common sense of identity
- Consult with stakeholders (e.g. those in the school community including staff, pupils, school council, governors, parents/guardians) about the policy. The policy should be consistently reinforced by staff and management.
- Acknowledge the problem of bullying and prejudice openly by providing easy access to policies and procedures and maintaining a regular programme of activities.
- Make sure everyone involved in your school/establishment (including parents/carers) knows there is a zero tolerance response to all bullying, including prejudice-related bullying and incidents.
- Address aspects of bullying and prejudice in groups such as assemblies and circle time. Provide this information to new starters as early as possible and make sure that children receive age-appropriate information.
- Help children to develop an understanding of the difference between harmless and harmful banter.
- Include bullying, diversity and prejudice in curriculum planning, particularly PSHE.
- Help children develop positive values and understand the effects that bullying has.
- Make sure the full range of bullying and prejudice related incidents are covered including disability related bullying and homophobia, and tailor this to the age of children and their understanding of relationships.

- Make clear links between personal, social, citizenship, and religious education as well as other curriculum areas including taking part in initiatives such as Anti-Bullying Week

Challenge *unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect*

- Challenge incidents sensitively, however small.
- Speak to those involved privately explaining why the behaviour is unacceptable.
- Seek to understand the aggressor's motivation and take action to address any concerns about wellbeing.
- Make the aggressor/s apologise for their behaviour once they understand why it was wrong.
- Use disciplinary action for more serious incidents.

- ***Support*** the target and the aggressor and others (including parents, witnesses, staff)
- Comfort and reassure targeted children and discuss different ways in which you can help.
- Find out what sort of support they want. This may include assigning them a 'buddy'.
- Involve in restorative justice techniques, as appropriate.
- Look for signs which could indicate a child is struggling with their personal identity, self-esteem and confidence.
- Help targets and affected witnesses to contact the anti-bullying support group, counselling or access outside support.
- Set review dates to monitor if the incidents have stopped and check the target's wellbeing

Report what has happened and monitoring those reports

- Fully investigate any allegations of bullying. A full written record of all incidents should be kept.
- Notify the victim's parents/guardians when appropriate
- Involve the police if the incident involves criminal activity/a serious offence.
- Written, dated records should be gained from the views of all involved; the bullied pupil, alleged perpetrator/s, relevant staff, witnesses, conversations with parents.
- All staff involved record incident on CPOMS, or other school safeguarding recording procedures
- For Plymouth schools, all BPRIs will be recorded on CPOMs under the appropriate heading.

The Head of School will report the number of bullying incidents at least termly to Directors in their Head of School report.

The following steps should also be followed in recording incidents of bullying and should act as a means of conveying to everyone how seriously the school regards bullying behaviour.

- The targeted pupil should record the events in writing with dates.
- The aggressor should record the events in writing with dates.
- The teacher should record their discussions with both parties.
- The parents/carers of the pupils should be contacted, and a meeting arranged to discuss the incident.
- All written records of the incident should be kept in the Head of School's office; Devon schools will use the Devon BPRI Online reporting form (available here). Plymouth and Dorset schools will use the 'School Bullying Incident Form' (see appendix 1). The completed forms will be uploaded into the school safeguarding recording system e.g. CPOMS.
- The teacher or Head of School should use the Pupil Behaviour Policy when dealing with the bully.

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Complaints Policy
- PSHE Education Policy
- Pupil Behaviour Policy
- E-safety / Acceptable Use Policy

Monitoring & review, policy into practice

We will review this Policy at least once every three years as well as if incidents occur that suggest the need for review. The school uses the guidance by the DfE* and the Bullying Intervention Group** to inform its action planning to prevent and tackle bullying.

Responsibilities

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

- Directors to take a lead role in monitoring and reviewing this policy.
- Directors, the Head of schools, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head of schools to communicate the policy to the school community.
- Pupils to abide by the policy.

Success Criteria

- The Anti-Bullying policy and its procedures are used by the Heads of School to monitor the number of bullying incidents.
- Teachers are continuing to use strategies such as Circle Time and Worry Boxes within their classroom.
- School Council representatives report that pupils across the school are happy with the way teachers and senior staff are managing bullying incidents.
- That the results of the regular staff and parent questionnaires do not highlight bullying to be a problem in the school.

Equal Opportunities

We believe the policy positively reflects the aims and ambitions identified in out Equality Policy and objectives.

Sources of further information, support and help:

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of Organisation	**Tel No.**	**Website**
Act Against Bullying	Not available	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0808 800 5793	www.ace-ed.org.uk
Anti-Bully	Not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	No available	www.anti-bullyingalliance.org.uk
Bully Free Zone	01204 454958	www.bullyfreezone.co.uk
Bullying UK	Not available	www.bullying.co.uk
BBC Bullying Survival Guide	Not available	www.bbc.co.uk/education/bully/index.htm
Childline	0800 1111 Helpline for children open 24 hours a day	www.childline.org.uk
The Diana Award		http://diana-award.org.uk/
Internet Matters	Not available	www.internetmatters.org/issues/cyberbullying/

Kidscape	020 7730 3300 (General enquiry numbers)	www.kidscape.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk
Parent line Plus	0808 800 2222	www.parentlineplus.org.uk
UK Safer Internet	Not available	www.saferinternet.org.uk/
UK Council for child internet safety	Not Available	www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

** DCSF Guidance "Safe to Learn: Embedding anti-bullying work in schools"*

http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

***Anti Bullying Alliance guidance*

http://www.antibullyingalliance.org.uk/Page.asp?originx_4237co_4721421398769u17h_2007627412x

Church of England guidance

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