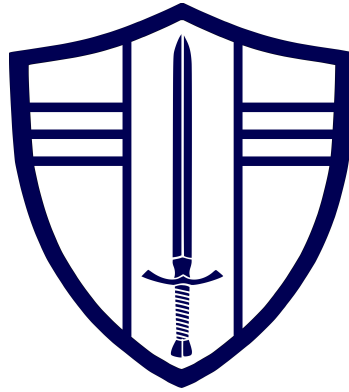


All Saints C.E Junior Academy



Friendship and Anti-Bullying Policy



Last reviewed on:	September 2025
Next review due by:	September 2026
Approved by:	Governing Body
Date:	September 2025

Contents

Introduction.....	3
Aims	3
Links with Other School Policies.....	3
What is Bullying?	4
Types of Bullying Behaviours.....	4
Relational Conflict and Bullying.....	5
How We Address Bullying if it occurs.....	5
School Culture	6
Preventing Bullying.....	7
Reporting, Recording and Data Analysis	8
Managing Relationship Conflict.....	8
Spotting the Signs.....	9
A Whole School Approach.....	9
Cyberbullying (Online Bullying)	9
Online Safety, Behaviour and Wellbeing.....	10
Bullying and SEND	11
Anti-Bullying Week	11
APPENDICES.....	12
APPENDIX 1 - Spotting the signs that my child is being bullied	12
APPENDIX 2 - Online Prevention and Awareness.....	13
APPENDIX 3 - Help for Adults to Keep Children Safe Online.....	14
APPENDIX 4 - Keeping Safe Online: Preventative Tips	15
APPENDIX 5 - My child has been accused of bullying others.....	18
APPENDIX 6 - Restorative Thinking and Positive Relationships: Preventing and Managing Conflict	19
APPENDIX 7 - Working with Parents/Carers and Other Agencies.....	20
APPENDIX 8 - Statement of Behaviour Principles	21
APPENDIX 9 - Home School Agreement	22
APPENDIX 10 - Restorative and Relational Practice.....	22
APPENDIX 11 - Behaviour as Communication	23

Introduction

All Saints C.E Junior Academy is a caring and inclusive Church Academy– with extremely high standards of personal behaviour and a strong Christian ethos. We believe that our school vision and values should underpin every aspect of school life.

Our Academy Assertion is: ***With God, nothing is impossible Luke 1:37***

The values we aim to foster have been chosen by the whole school community, with each value supporting us in realising our school assertion.

The values are Generosity, Respect, Hope, Resilience and Kindness.

GENEROSITY- makes things possible as it guides us to give to others those things which they need.

RESPECT- makes things possible as it creates an environment in which we feel safe and valued enabling us to do our best.

HOPE- makes things possible as it fosters positivity and creativity.

RESILIENCE- makes things possible as it allows us to see failures and barriers as temporary.

KINDNESS- makes things possible as it allows us to support and encourage others when they face difficulties.

Through God’s grace and example we are supported to develop and enact these values within our school and our community both locally and globally.

We believe that the school has a central role in the children's spiritual, moral, social and cultural development, just as it does in their academic development. For this reason we have constructed a Personal Development Curriculum bringing together our work in PSHE, RSHE, Thrive and Online Safety. This curriculum supports our pupils personal and social development and provides an opportunity to understand healthy and unhealthy relationship, friendship, and bullying. We believe through overtly teaching these topics we can help the children to develop their understanding of relationships and enable them to make informed choices in relation to their behaviour.

However, every member of our community should understand that bullying could happen anywhere. It could happen here!

It is important that our school Friendship and Anti-bullying Policy is underpinned by strong principles and procedures which are understood by the whole school community – including children, staff and parents/carers. Bullying can happen anywhere and a good policy ensures that everyone is completely clear on expectations, on what is and isn’t bullying and how we tackle bullying as a school community. Our Friendship and Anti-Bullying Policy is a ‘living document’ and will be updated as the need arises. Bullying cultures can spring up and conflict can come and go, depending on relationships and influences. We are committed to reviewing this policy on an annual basis.

Aims

This policy aims to:

- Ensure everyone has the same **clear** and **shared definition of bullying**
- Clarify what bullying **is**
- Clarify what bullying **is not**
- Provide a **clear and consistent** whole-school **Anti-Bullying Approach**
- Explain what we do to **prevent** and **respond** to bullying and **why** we do it
- Provide **information** and **support** to every member of our school community
- Make completely clear how **seriously** our school acts on reports of bullying

Links with Other School Policies

This policy should be read in conjunction with the school’s published policies for Behaviour in School, Child Protection & Safeguarding, SEND and Preventing Extremism and Radicalisation Safeguarding Policy.

Everyone at All Saints CE Junior Academy has responsibility for maintaining a safe environment. We must conduct ourselves appropriately at all times on-site, raise concerns as soon as we become aware of them and actively challenge bullying behaviour and discriminatory language. It is only by working together that we can do the very best for all our children.

What is Bullying?

Learning to understand and manage conflict is an important part of growing up. Bullying is not simply a 'falling out', repeated falling out, arguing or even acts of aggression. Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and **avoid misidentifying bullying**, it is vital that schools and other settings have a **shared definition of bullying**. This must be **understood** by the **whole school community** in order for our strategy to be effective.

Our Shared Definition of Bullying; The Anti-Bullying Alliance (ABA) members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

'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*

The 4 key elements of the definition are:

1. Repetitive
2. Hurtful
3. Intentional
4. Power Imbalance.

To be classed as **bullying**, an incident must contain **all 4** of these elements. If an incident does not have each of these elements, it is **not** considered to be **bullying**. However, just because something does not meet the definition of bullying, doesn't mean that school involvement is not needed or that the incident is not taken extremely seriously. All incidents of poor behaviour will be investigated and dealt with swiftly and effectively by the school.

We acknowledge a relational conflict that goes unresolved can easily turn into bullying and as such should be dealt with, reflected upon and monitored. For example a one-off verbal or physical attack, whilst not bullying, would need involvement from adults in the form of sanctions and/or support and reflection on future behaviour choices of children involved.

Of the four key elements to bullying, most of us would understand that:

Repetitive means that something is done again and again,

Hurtful is when emotional or physical harm is done.

Intentional is when a person or group know that another person or group do not like a behaviour and do it anyway – for example, after a child has said, "Stop! I don't like it!"

However, for many people, it can be less clear what is actually meant by **power imbalance**.

Examples of Power Imbalance

The imbalance of power is vital to understand when thinking about bullying. As soon as a person says 'no' to something and that is ignored, there is an imbalance of power.

Some other examples of situations where there may be an imbalance of power are where the person is/has:

- in a smaller group than those experiencing it
- part of a minority group, e.g. a minority gender, race, or faith group
- smaller stature or physical strength
- younger
- communication difficulties or a disability



Types of Bullying Behaviours

Bullying behaviour can be any combination of the following:

- **Physical:** pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal:** name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional:** isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding,

manipulation and coercion.

- **Sexual:** unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate images or films etc.
- **Online/Cyber:** posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect:** Can include the exploitation of individuals.

Relational Conflict and Bullying

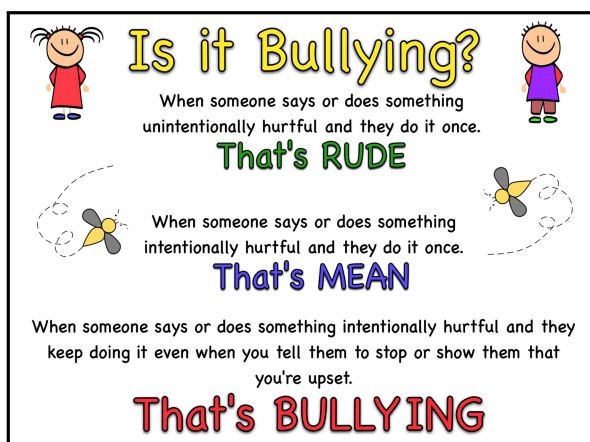
Not all situations where children and young people are involved in conflict or relationship difficulties should be understood as bullying. 'Relational conflict' is one way of describing such non-bullying situations.

Knowing how to identify and respond to relational issues and conflicts are part of being able to respond effectively to bullying – and it is vital that adults do not call all arguments 'bullying.'

Relational conflict usually involves individuals who are relatively similar in power and status, including groups. It is generally behaviour that 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 to plan a way forward and repair.

Not all conflict leads to bullying, but some does. It is important to bear in mind 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 this can create an imbalance of power that makes an individual or group more vulnerable.



“Stop! I don't like it!”

In school, we ask children who do not like something that another child is doing to them to make it completely clear, in case they think it is a game or do not understand the effect they are having. We ask them to use the words **'STOP! I DON'T LIKE IT!'**

If the child/group continues after **THEY KNOW** a child/group **DOES NOT** like it, this is now intentional behaviour – and their actions will be treated as such, as per the definition of bullying.

How We Address Bullying if it occurs

Principle 1: **Listen**

All pupils, parents and carers are listened to. Feedback gained from this directly influences our strategy development in preventing, reporting and responding to incidents of bullying.

Principle 2: **Celebrate Difference**

We are all different every one of us as unique and special as God made us. Differences are actively, visibly and regularly celebrated throughout the school, through curriculum lessons, collective worship, circle time, class visits, special days, visitors and wherever and whenever we can!

Principle 3: **Include All**

One of the first things that any visitor to our school notices is how inclusive we are! We strive for all children to be actively involved all of the time. In our school, all pupils are included, valued and participate fully in all aspects of school life, including disabled pupils and those children with SEN.

Principle 4: **Report Bullying**

All pupils within the school and their parents and carers understand that the first thing to do to report an incident of bullying is to speak to a member of staff. This can be done in person, by phone, email, text message, Class Dojo, letter or however the

The 10 Key Principles to Preventing and Responding to Bullying in School

1. Listen
2. Celebrate difference
3. Include all
4. Report bullying
5. Believe
6. Take action
7. Understand
8. Challenge
9. Respect
10. An anti-bullying policy that supports and underpins the principles

child/parent/carer is comfortable to communicate. The important thing is that the school knows – and then we can act upon this information.

Principle 5: **Believe**

Pupils and their parents/carers are believed and taken extremely seriously when reporting any bullying incident. All reports are logged, using the school MyConcern safeguarding software, and Designated Safeguarding Leads (DSLs) are informed straight away.

Principle 6: **Take Action**

We respond very quickly to all reports of bullying incidents. Members of the Safeguarding Team will speak with each of the children reportedly involved as soon as practicable. Accounts will be compared and children given the opportunity to fully discuss their thoughts, feelings and reasons behind choices made. All pupils, including those with SEND will participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

Principle 7: **Understand**

It is vitally important that all school staff, pupils and parents/carers understand what bullying is and what it isn't. This remains a message that we need to ensure everyone understands. Not all disagreements are bullying – but all poor behaviour choices will be addressed nonetheless.

Principle 8: **Challenge**

All forms of discriminatory language, including disablist language, have no place at this school.

Principle 9: **Respect**

Respect is one of our core Christian values. All school staff are role models to others within the school in how they conduct themselves and treat others – and as such, are expected to model positive behaviour at all times. All visitors to school, including parents/carers, are also expected to model positive behaviour at all times when on or around school premises. In school, positive behaviour is praised and rewarded – and poor behaviour choices are sanctioned and children are given directed reflection time, in order to promote better choices in the future.

Principle 10: **Policies**

The school's Friendship and Anti-Bullying Policy embodies and reflects all of these principles – and these principles are also embedded within our other school policies and throughout our school as a whole.

Each of these principles are actively promoted to school staff, pupils and their parents/carers. We strive for all members of our school community to be united in their understanding of the definition of bullying and clear about what actions the school and stakeholders will take in the event of reported bullying.

School Culture

We have high behaviour expectations and set very clear boundaries for children in school, making sure these are understood by all pupils and community members alike. Please refer to the 'Behaviour in School Policy' for additional information.

Bullying thrives in cultures where name-calling, unwanted touch, rumour mongering and disrespect go unchallenged.

None of these behaviours are acceptable in our school and will be challenged at every opportunity!

Celebrating Diversity and Differences

We know that bullying can be fueled by prejudice. Together, both inside and outside of school, we must all work tirelessly to create a culture where prejudice and hatred is not accepted.

'Prejudice is an assumption or an opinion about someone simply based on that person's membership to a particular group. For example, people can be prejudiced against someone else of a different ethnicity, gender, or religion.'

School relentlessly addresses any behaviours that are homophobic, transphobic, racist, targeted at faith, sexist, disablist or prejudicial in any way. Such behaviours may manifest in the form of a deliberately hurtful targeted incident against a person or group – to a 'throw away' comment made to try to be 'funny' and everything in between.

Every instance of prejudicial language or behaviour must be actively challenged by all members of the school community, if we are to achieve and maintain a safe environment and culture for everyone at All Saints CE Junior Academy.

We celebrate diversity every single day in school – and we work hard to make sure anyone who comes in to our school community feels welcome, safe, included and treated the same way.

Here are some of the ways we aim to celebrate differences in our school:

- Celebrate the differences amongst all pupils and staff.
- Ensure all staff feel comfortable and confident talking about all kinds of difference.
- Allow children to talk about things that they find different.
- Work with pupils to discuss what they want to share about things that make them different.

- Ensure all pupils have a strong sense of all the things that make them who they are. Also, look for shared interests and commonalities that they share.
- Avoid talking to other students about a classmate's difference, outside of the parameters they are happy with, even if they ask.
- Support children in developing ways to communicate information about themselves.
- Support children in learning how to communicate with a classmate who communicates in a different way or finds it hard to communicate.

Preventing Bullying

A school's response to bullying should not start at the point at which a child has experienced bullying. Our strategy for anti-bullying starts with prevention.

Our approach proactively addresses school/class/cohort culture, differences, inclusion, relationships, tolerance, respect and any issues between pupils that might provoke conflict and our strategy seeks to prevent bullying occurring in the first place.

We strive to maintain our ethos of good behaviour, where pupils treat one another and the school staff with **kindness** and **respect** because they know that this is the right way to behave. These values are important to the children and were selected by them as 2 of our 5 core school values.

Prevention in the Classroom

Classroom strategies are generally those delivered through the curriculum and that use time in class to support students to explore issues related to bullying. We address this through:

- Personal Development lessons,
- Spiritual Moral Social Cultural (SMSC) activities,
- Class assemblies
- Whole-school Collective Worship,
- Participation in specific special school events for example (Anti-Bullying Week, Show Racism the Red Card, Yellow Day, Autism Awareness Week.),
- Embedded British & Global Values throughout the school and curriculum,
- Classroom Agreements and Charters
- Our school culture of acceptance, tolerance and diversity throughout the curriculum.

Alongside curriculum delivery, children may also engage in other activities that operate on the social fabric of the classroom, including:

- Circle time, co-operative group work and quality circles,
- Access to the nurture and wellbeing activities and support,
- Behaviour reflections,
- Sessions with school-based Keyworker,
- Sessions with the School Counsellor,
- School Council meetings, and
- Targeted interventions if a situation requires.



Keeping Children Safer Outside the Classroom

A good prevention strategy understands the risks that could make children vulnerable in non-classroom settings, and how we can make children safer. We regularly seek children's feedback and act upon it, in order to ensure that our whole-school approach extends protection to spaces outside of the classroom and of the school.

Prevention Outside the Classroom

Social opportunities: Children at All Saints CE Junior Academy are able to visit the Thrive room in The Hub at lunch times, if they prefer a quieter and more structured environment during their breaks. We hope to establish further 'quiet zones' around school for children in the future. Not all children find it easy to make friends. Our approach to play which uses 'loose parts' and encourages child initiated free play provides a range of resources to facilitate active, mixed age play. Children have access to sand pits, tyres, dressing up clothes, den building resources, crates, pallets and more to stimulate imaginative play.

In addition to this, children also have access Shan Sheppard (School Counsellor), Mental Health Wednesdays (mental health and emotional wellbeing drop-in sessions), access to 2 Mental Health First Aiders, Class Message Monster and all of the 'trusted adults' around school.

Supervision: Bullying is more likely to happen at times of transition, either to and from school or in between lessons and in the playground. This is due to having less adult supervision. While developing our prevention strategy, we have looked closely at these areas with 'less supervision'. We place staff at key areas of transition, before, during and after the school day and ensure that there are always an appropriate number of adults available to the children during break and lunch times as well as at the end of the day.

We strive to continually improve our practice and are always willing to act on feedback.

Training for School Staff: All Saints CE Junior Academy the Friendship and Anti-Bullying Policy is clearly communicated to all school staff. Continued professional development (CPD) training time is spent on ensuring staff understand this vitally important area. This includes playground and break time staff and adults running after school clubs and activities, including external providers. It is essential that all staff members are aware of how our school prevents and responds to bullying.

Reporting, Recording and Data Analysis

School staff treat all reports of bullying extremely seriously. When anyone says that someone has been bullied, a full account will be taken and an incident report will be created on the school's MyConcern safeguarding platform as soon as is practicable.

School Designated Safeguarding Leads (DSLs) are made aware as soon as a 'concern' has been raised and one of the DSLs will personally investigate the reported incident(s). Each involved party will be asked for their account of events and then children's statements will be compiled, compared and fact-checked along with adults thoroughly investigating events and speaking with any other people present. We aim to respond to incidents as soon as possible and usually manage to complete investigations within one school day, if all parties are in school and available to speak with. Actions taken will be on a case-by-case basis and specifically address issues arising from the investigation. Parents/carers and children will all be made fully aware of the outcomes, once all information has been gathered and worked through. DSLs will spend as much time as it requires finding out the truth of events and each individual's role in them. All actions will be recorded on MyConcern (the school safeguarding platform).

We take great care to accurately record and monitor all reported events. DSLs regularly review reported incidents to identify patterns - including behaviour, people involved, areas of school etc. If patterns are found to be emerging, school takes action to intervene, prevent and eliminate these patterns and events from developing.

DSLs meet weekly to discuss issues arising in school and also brief staff daily. If specific members of the school community need to be made aware of something, this will be done by DSLs as soon as possible, in order to best safeguard our children.

School and Community Response

Once the school has investigated a report, spoken with the parties and decided on a restorative course of action, we ask that all parties involved, including parents/carers respect and stand by the schools decisions and actions. This is important for many reasons, not least of all is that school will have the most accurate information, will have been able to speak to each of the children individually and together and have a much better overall view of events. Children will reflect on the choices and behaviours of themselves and others and be central in establishing ways that similar situation can be avoided in the future. Ultimately, we all agree that we want any bullying to stop. We think about the different factors that might fuel bullying behaviour and make sure that the pupil(s) displaying bullying behaviour stop and change in the long term. We make additional support available for any children that have experienced bullying, and also consider what additional support may be needed by those that have bullied.

To and From School

Staff, parent/carers and the wider community are asked to be vigilant in any issues arising as children travel to and from school. Though events may not occur on school premises, no child should be fearful or unsafe and we will address reports of incidents outside school, if parties involved believe that to be the best course of action. In some events, it may be more prudent to involve police or other agencies if appropriate.

Managing Relationship Conflict

We intensively support pupils with managing relationship conflict, usually in one of our Thrive rooms or as part of Reflection time. We promote assertive behaviour strategies, discuss how they can respond to verbal, physical and online attacks and make clear what their options are for future support are. Help is given to manage their response at an individual level and when they might need to seek support from others.

Learning, Listening and Improving

Even with all the effort school puts into preventing and tackling bullying, we simply cannot guarantee that we get everything right all the time for all people involved. Bullying is an extremely emotional experience for all involved and we will do everything possible to effectively deal with situations. If anyone feels that school has made mistakes, we will learn from them. We see every bullying incident as an opportunity to learn and to improve our shared approach to tackling bullying.

Bullying as a Group Behaviour

It is now widely understood that bullying tends to be a group behaviour. Research undertaken in Finland by Christina Salmivalli (1996) gave us a greater understanding of the roles involved in bullying. It showed that the traditional view of bullying where there is a 'victim' and a 'bully' was much more complicated. Bullying rarely takes place between a 'victim' and a 'bully' alone. It tends to be a group behaviour. Others can have a significant influence on the outcomes of behaviours among children and young people intentionally or otherwise. It is often more complex when bullying occurs than to see the situation as one of bully and victim. We try wherever possible to unpick the wider context and support those involved.

Building Self-Confidence and Self-Esteem

Tackling bullying is not just about school prevention and responding to bullying when it happens. There are many ways that parents/carers and staff can support children to build their self-esteem and self-confidence and promote general wellbeing, which is a considered a positive and protective factor against bullying. Emphasise your child's strengths, being specific where possible. Help them to understand their strengths. When your child feels a sense of accomplishment and pride in their ability to do something, they will have more confidence to persevere when they face challenges.

Bullying and Mental Health

Experiencing bullying can be frightening and distressing and can reduce a child or young person's self-confidence, leaving them feeling unable to do the things they used to do. It can lead to feelings of social isolation, increased anxiety and may lead to depression and anxiety disorders.

As we come to better understand bullying, the more concerned health professionals are becoming over the potentially damaging and long-lasting impact that bullying has on the mental health of children and young people who experience it.

Spotting the Signs

Children who are experiencing difficulties such as bullying and mental health issues may not always display sadness or come and talk to adults. They may instead display challenging behaviour or even start bullying others. Some signs to be aware of include:

- Changes in school performance or engagement, including an increase in and persistent absence.
- Increased isolation, a loss of interest in usual friendships and/or increased isolation.
- Loss of interest in activities they used to enjoy
- Changes in behavior, either becoming disruptive and/or aggressive; or becoming more anxious, distressed or withdrawn.
- A change in weight - Either an increase or decrease.
- Signs of injury

Reducing the Impacts of Bullying on Mental Health and Emotional Wellbeing

Bullying has a significant and sustained impact on the mental health of those who experience it. In some cases, the ill effects are still present decades later, creating challenges which can hamper individuals for the rest of their life. Addressing bullying as early as possible is the most effective way to limit the damaging impact that it can have, and give children the best possible chance in life.

A Whole School Approach

We address issues of bullying and mental health using a whole school approach, based around three key components:

1. Communication
2. Prevention
3. Response

Our stance on bullying and mental health:

- Is communicated to all members of the school community
- Aimed to be clearly understood by parents, pupils and staff
- Explicitly explained in policies and includes warning signs to look out for
- Includes learning about mental and emotional health in our school curriculum, increasing awareness and challenging the stigma that surrounds it, ensuring pupils are able to recognise and talk about issues, and making sure that those who experience mental health problems feel supported and confident that the appropriate steps and strategies will be put in place
- Involves regularly listening to pupils (and all stakeholders) and making sure everyone feels comfortable talking to us about bullying and issues of mental health

Things to remember...

Effective practice will:

ensure young people know where to go and who to speak to about bullying

provide support for the young person who has displayed the bullying behaviour as well as the young person who has been bullied

treat any report of bullying as valid and identify and monitor bullying levels

promote positive school-wide ethos towards mental health issues



Cyberbullying (Online Bullying)

Our school approach to cyberbullying, whether inside or outside of school, is exactly the same as face-to-face bullying and it is treated just as seriously. However, due to the nature of cyberbullying occurring through internet-enabled devices, and school having little or no access to these devices, this often limits the capacity of school to gather information and find out the truth of events, particularly if events have happened while children have been at home. If primary school-age children have access to internet-enabled devices and use these, parents/carers must ensure that their child is adequately supervised and has the skills to negotiate being online safely. If a child or parent/carer believes that bullying has occurred, school may ask to see the device and any messages/pictures/media sent – and retain as evidence of behaviour.

What is 'Cyberbullying'?

Online bullying is often referred to as cyberbullying, meaning bullying via electronic means. This could be via a smart phone, computer, laptop, tablet or online gaming platform. It can take place on a range of online or mobile services, such as text, email,

social networking sites, video-hosting sites, messenger, photo sharing services, chat, webcams, visual learning environments and online games.

Who's Involved in Online Bullying?

Online bullying is usually an extension of face-to-face bullying. More and more studies are showing that online bullying rarely happens in isolation and is most often happening alongside 'traditional' or face-to-face bullying.

Bullying in an Online Context

In this video, produced by online security experts McAfee and the Anti-Bullying Alliance, we look at the main issues and discuss why cyberbullying occurs. <https://youtu.be/bSF-ZNoiCoE>

Teachers and leaders in the school community do have a duty of care to protect all its members and provide a safe, healthy environment, this may mean in some circumstances taking action on pupils out of school activities.

Online Safety, Behaviour and Wellbeing

In today's digital environment, children's safety online is absolutely paramount. Great care and attention is required to ensure that online behaviour (including all communications, content, sharing and social activity) is appropriate, safe, polite, considered and monitored. It is vital that parents/carers are aware of when children have internet-enabled devices, what content they are accessing and how they are interacting with others. While the school is aware that some social media applications (apps) or messaging platforms that children are permitted to use at home may have some benefits, we would like to remind you that all social media apps do have age restrictions for good reason. As such, if you choose to let your child use them, it is up to YOU to ensure their safety. We advise that you retain any relevant passwords and regularly check what your child is doing online. Please also ensure that their accounts are set to private, that they only accept friend requests from people that they know and that everyone is extremely careful if sharing images, information or comments of any kind.



We know that some parents give permission to their underage children to join services like WhatsApp and Facebook and help them set up accounts. Ultimately, you need to decide if your child is equipped to deal with the interactions that arise from social networking. The pressure to 'fit in' and/or 'be popular' can be intense online – and primary school-age children often do not have the necessary skills to stay safe online independently. Therefore, it remains the adult's responsibility to keep children safe and supervised, if you choose to let them access these platforms.

Childnet International has a rough rule of thumb:

'Is your child old enough to go into the city centre by themselves on the bus or train at the weekend?'

If not, then they probably ARE NOT ready to go on WhatsApp or social media alone either.

The best online safety strategy, regardless of the age of the user or the technology involved, is to talk with your children and to engage with their use of the internet. Remember, the chances of your child sharing their online experiences with you will be greatly reduced if they think that telling you about a problem will result in them being banned from using the internet.

Get the Legal Facts

Far from being beyond the remit, teachers and leaders in the school community do have a duty of care to protect all its members and provide a safe and healthy environment. This may mean in some circumstances taking action on pupils outside of school activities. These obligations are highlighted in law and guidance. The Education and Inspections Act 2006 gives the Head Teacher the power, 'to such an extent that is reasonable', to regulate the conduct of pupils when they are off-site. This power is very relevant to online bullying because as we know, much online bullying does take place out of school, partly because the technology used in cyberbullying, such as social networking services and smartphones, may be restricted in schools. However, the impact of online bullying can affect the lives and school lives of young people, so what takes place offsite has a direct impact onsite. For further information, please visit the Cyberbullying and the Law section of the ABA website.

The Education Act 2011 gives additional powers to schools – screening, searching and confiscation, including the electronic devices [in certain circumstances].

There is DfE advice on this in 'Screening, searching and confiscation advice for Head Teachers, staff and governing bodies' This even includes the power to delete certain content. There are conditions to the use of all these powers, so the Department for Education guidance should be referred to.

You can find the guidance in the Cyberbullying and the Law section of the ABA website.

Bullying and SEND

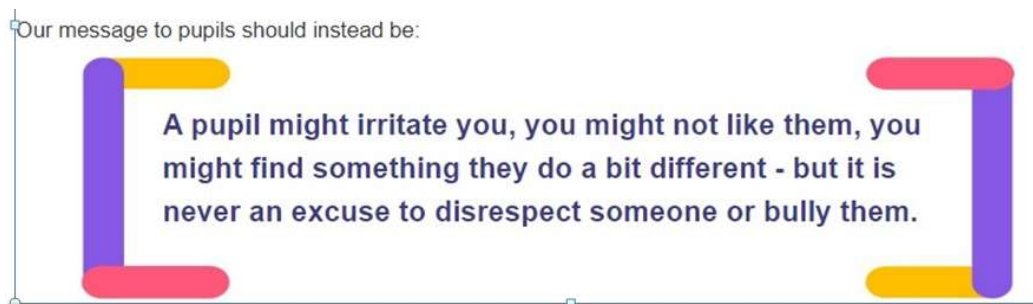
Schools and other settings can sometimes inadvertently create an environment that makes a pupil more likely to be bullied. This is particularly the case for pupils with SEND. This includes:

- Teaching disabled pupils outside the peer group - many pupils with SEND are used to being taken out of the classroom for additional support. This may isolate them from their peers or exacerbate the sense that they are 'different' without any explanation of why this is happening.
- Isolating pupils with SEND through the use of learning support assistants
- Not ensuring that pupils with SEND have equality of access to school opportunities such as school trips, events etc.

There are traditionally two models of disability: the Social Model and the Medical Model. Our Academy employs the 'Social Model.' It is important to understand how these models would apply in responding and preventing bullying of disabled pupils.

Under the Social Model:

- All children are valued
- Children's strengths and needs defined by themselves
- Barriers are anticipated and solutions developed
- There is a focus on outcomes
- Resources are made available to "mainstream" services
- Training is made available for parents and professionals
- Diversity is welcomed, child is included
- The school / setting environment learns and evolves.
- The behaviour and attributes of pupils with SEND pupils should not be used as an excuse or rationale for them being treated disrespectfully or bullied.



Anti-Bullying Week

In addition to curricular content and regular processes in school, we actively take part in Anti-Bullying Week every year. Children and adults engage in anti-bullying activities throughout the school and we communicate the anti-bullying message to our whole school community via classroom dojo.

APPENDICES

APPENDIX 1 - Spotting the signs that my child is being bullied

You know your child best so will be aware if something seems wrong. The type of behaviour that might be an indication of bullying includes:

- a reluctance to go to school;
- unexplained tummy upsets or headaches;
- showing signs of distress on a Sunday night or at the end of school holidays;
- becoming either quiet or withdrawn, or playing up;
- torn clothes and missing belongings;
- seeming upset after using their phone, tablets, computers etc; and
- wanting to leave for school much earlier than necessary or returning home late.

Bullying can have an impact on a child's mental health - so if your child is showing signs of serious distress (such as depression, anxiety and self-harm), always see a GP.

*See below Dr Luke Robert's three tips for active listening, which he wrote for Kidscape



Bullying: Hearing your child's story (16th December 2020)

For parents and carers the term 'bullying' can often fill them with dread. Is my child or children at risk? How could this happen? What is the school doing? Will it stop?

I have worked with parents for almost 20 years and have seen the fear and anger that bullying produces in adults concerned about their child. However, I also know that adults need reassurance that there are things that they can do to resolve the situation.

The biggest mistake I see is parents who go straight to demanding action the moment they hear the word bullying. When adults show their distress or anger, it can make children concerned about sharing their story because of the belief they are the ones causing adults upset. This I have found is particularly true for young carers.

What I have found to be more useful is 'active listening'.

Active listening requires three key things:

1. Not giving your opinion or offering a solution – this can be really hard when you want to share your views on what's happened and come up with a way to solve the problem.
2. Repeating back what you have heard – this sounds so simple, but it is really important for children and young people to hear their words repeated. It gives reassurance that the things they have to say matter. Try and use the exact words spoken.
3. Don't interrupt – this can be particularly difficult when your child is sharing an aspect, which is distressing, you can always come back to this, but the goal is to let them express what is happening and how it makes them feel.

What is suggested here is simple and highly effective to supporting children and young people who are involved in a bullying situation.

(Dr Luke Roberts, works with schools, children's homes and prisons to address bullying. He is passionate about ensuring adults know how to identify and peacefully resolve bullying situations.)

Prevention and awareness



What are the signs that my child is being bullied online?

Signs that your child may be getting bullied online might include:

- Suddenly stopping using technology or particular sites, apps or games
- Being nervous or jumpy around technology, for example, when a message comes through
- Spending excessive amounts of time on devices connected to the internet
- Hiding internet usage
- Displaying anxiety when kept away from devices connected to the internet

APPENDIX 3 - Help for Adults to Keep Children Safe Online

Talk to your child about who they're talking to online and encourage them to think before talking to people they don't know in person

Try to understand and guide your child's online behaviour - negotiate and establish boundaries and discuss sensitively the issues around the concept of 'friends'

Familiarise yourself with the social networking sites and chat programs your child uses. Find out more about its build-in safety functions and how they can be contacted within the service

Ask your child if they know how to block someone who they don't want to talk to anymore. If they don't, help them learn how to use the blocking feature

Use parental control software provided by your internet service provider, mobile phone network, online content provider or games console, and consider using filtering options, monitoring and setting time limits for access to chat.

If you discover misconduct between your child and someone online stay calm, investigate the facts and seek expert help. If someone has acted inappropriately towards your child, or someone they know (such as sexual chat, or asking them to meet up) contact the Child Exploitation and Online Protection Centre (CEOP)

NSPCC and O2 have a free online safety helpline for parents and carers - 0808 800 5000

Find more information for parents and carers on Internet Matters website which covers all things internet safety

ABA and the Sex Education Forum (SEF) have produced a free guide in the attachments below for parents and carers with advice on talking to children about healthy and safe relationships online.

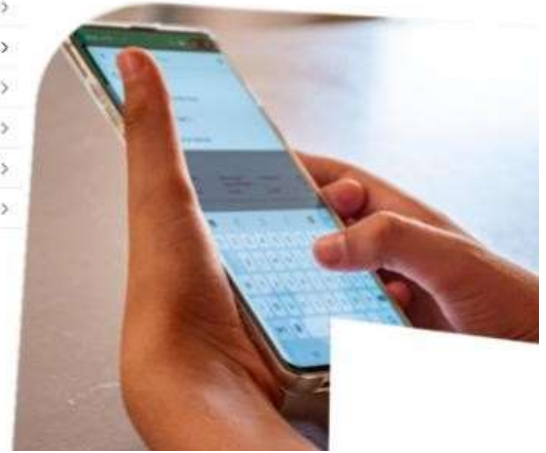
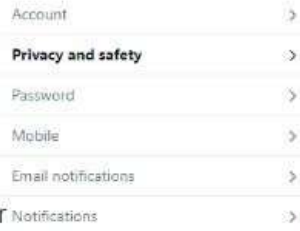
APPENDIX 4 - Keeping Safe Online: Preventative Tips

6 practical preventative tips

1. Make your profile private

Most social media sites ask users to reveal information about themselves through their profile. Encourage young people to ask themselves if they really want to share this information with everyone.

Most social media sites will allow them to hide this information from anyone not in their network of friends by making their profile private. Have a look at the **settings** for the account.



6 practical preventative tips

2. Block and report abusive people and content

Remind young people that they don't have to put up with abuse, they should always report abusers to the hosting site and tell an adult they trust.

Always encourage them to keep evidence of bullying by taking screenshots and saving messages.



6 Practical preventative tips

3. Only invite or accept genuine friends

Remind young people that just as they would never share personal information with strangers they should think about who you have as 'friends' or followers online.

4. Think before you share

Is this something I wouldn't mind everyone I know seeing or knowing...?



6 Practical preventative tips

5. Compare with a face-to-face situation

Would I say this to someone if I was face-to-face with them?

6. Keep your password private

Keeping your password private will protect you from impersonation and keeps private information hidden.



Safeguarding functions

Social media sites that are popular amongst young people and adults alike (like Facebook, Twitter, SnapChat, Instagram, etc.) have safeguarding functionality built into them.

A clear message to young people should be for them to keep safe by using this functionality.

If you don't know much about social networking you may want to talk to young people to find out which sites are popular and how they work.



- Have open communication about their online activity
- Reassure them they can come to you if they are worried about anything they see online
- Keep up to date with the new technological trends and fashions
- Agree together clear boundaries for example turning the Wi-Fi off by bed time

E-Safety Resources for Parents and Children

Think U Know Website – a CEOP (Child Exploitation and Online Protection) run site giving advice for keeping people safe using social media and electronic devices. www.thinkuknow.co.uk

CEOP Safety Centre Website – if you are worried about online abuse or communication, this website guides you through the process of reporting. www.ceop.police.uk/safety-centre/

UK Safer Internet Centre Website – a good resource for helping children stay safe online. This site includes information regarding age restrictions for social media. <https://www.saferinternet.org.uk/>

Learning Lift Off – this is a site giving information on monitoring apps for concerned parents. www.learningliftoff.com/5-best-monitoring-apps-for-parents/

APPENDIX 5 - My child has been accused of bullying others

It is very difficult for parents and carers when they find out that their child has been involved in a bullying incident - perhaps even more so if their child is the one accused of bullying behaviour.

The important thing to remember is that anyone is capable of bullying behaviour. As parents, you have a key role in helping your child to recognise the harm they have caused and encouraging them to change their behaviour in the future. All parents and carers should speak to their children about what bullying is -and how it makes people feel.

They need to feel they can talk to you if there is bullying happening in their class or school. Sometimes, children and young people can be pulled into bullying behaviour by friends or the wider peer group - this is particularly true of hurtful comments and images spread through social networking sites. Some top tips for parents include:

Make sure your child knows what bullying behaviour is and why it is wrong

Make sure your child knows they can talk to you, or to another adult if they are worried about bullying

Help your child to realise that nobody has the right to pressure them into something they don't want to do - this includes bullying others

Make sure they are not bullying others in retaliation for bullying they have suffered - find out if there is a wider culture of bullying in the school or environment where its happened

Talk to your child about information that is shared through social networking sites - let them know that they shouldn't upload comments or images that could hurt someone else - or pass on content that is designed to hurt someone else. Let them know most social networking sites have report buttons if they have seen bullying behaviour and they want to stop it.

Make it clear that you do not tolerate the use of disrespectful and hurtful language and behaviour as a family – and it is vital that you model this as parents).

If the school contact you to say your child has been involved in bullying incident stay calm and make sure you gather all the facts relating to the incident. Ask to see evidence if it is available (for example: if the alleged bullying is through the internet or phones). Ask for a copy of the school anti-bullying and behaviour policy so you can ensure that they are following agreed procedures.

Take time to listen to your child's side of the story - but keep an open mind.

If the school share information or evidence that shocks you, (children can sometimes behave very differently away from their parents) again stay calm, and take time to talk through the incident with your child.

Try not to see the behaviour as a permanent reflection of their character - but make clear the behaviour you would like to change. It may be that their current friendship group is having a negative effect on their behaviour - in which case you should talk about what it means to be a friend, and gently encourage them to form more positive relationships.

Counselling Directory provides a huge support network of counsellors, enabling visitors to find a counsellor close to them and appropriate for their needs.

Stop It Now. Confidential helpline about child sexual exploitation <https://www.stopitnow.org.uk/>

YoungMinds parent helpline: <https://youngminds.org.uk/find-help/for-parents/parents-helpline/>

PACE (Parents Against Child Exploitation) have a parent helpline that can provide advice about online safety <https://paceuk.info/for-parents/telephone-support/>

Report Harmful Content Online (provided by the UK Safer Internet Centre and South West Grid for Learning) have a website which has support about reporting content: <https://reportharmfulcontent.com/>

APPENDIX 6 - Restorative Thinking and Positive Relationships: Preventing and Managing Conflict

Reflecting, Repairing and Growing

The ABA has a free online relationships information tool for families, parents and carers.

This tool will help if you:

- are concerned about spending a lot of time with family members at home, and the impact this can have on our relationships
- are worried that your family might be falling out more
- want to find out about simple relationship techniques
- just want to learn more about positive relationships

This course includes lessons on the below:

- Part 1: Positive Relationships
- Part 2: Behaviour as Communication
- Part 3: Restorative Enquiry
- Part 4: Coping with Stress

<https://learning.anti-bullyingalliance.org.uk/course/4029/restorative-thinking-and-positive-relationships-preventing-and-managing-conflict>

APPENDIX 7 - Working with Parents/Carers and Other Agencies

So that we are best able to address the needs of children in our school, we strive to do everything we can to achieve active involvement, understanding, support and clear and honest communication between all parties involved in a child's wellbeing and behaviour.

Parents/carers will usually be consulted and involved in the process of addressing behaviour or wellbeing concerns, especially if additional agency support is found to be necessary.

The school frequently works with other professional agencies in order to deliver additional support and specialised provision for children. These include but are not limited to the Education Support, Behavioural and Attendance Service (ESBAS), Child and Adolescent Mental Health Service (CAMHS) and Educational Psychologists.

What do Parents/Carers Want?

Take a moment to compare your suggested responses with ours:

Take action to support those involved in the bullying incident(s) and ensure their safety.

Wider processes of educating children in school/class about a child's disability.

Establishment of support mechanisms, including peer support.

Good, jointly agreed communication so parents/carers are aware of school actions and how they are working.

Parents also value the school bringing in outside support to extend the school's knowledge of particular needs the child might have, for example learning differences or particular impairments.

Staff Development and Support

As a school, we aim to ensure that all staff are capable and confident in dealing with the wide range of situations that present themselves. All staff members undergo regular training and structured continuing professional development (CPD). Individuals in specialised roles will receive appropriate specialist training as required and a central record of all training completed is kept in school. If any staff members feel that they need additional training or support to fulfil their role, this will be discussed on a case-by-case basis. We value our culture of honest reflection by all staff members and actively promote development of future practice and procedures by identifying possible improvements or different choices that may be made. We seek to regularly review practice, find improvements, share any lessons learned and continue to grow as professionals so that we can do the best for children at Christ Church CE Primary & Nursery Academy.

APPENDIX 8 - Statement of Behaviour Principles

Our principles are based on the view that children, parents and the academy are jointly responsible for encouraging and demonstrating positive behaviour. At All Saints we promote high expectations of good behaviour at all times.

We believe that:

- Children come to the Academy to learn in a safe, caring and secure environment.
- We should behave in a caring, respectful way towards other people.
- We should recognise that everyone is different and that their contributions are valuable.
- Problems should be discussed with honesty, trust, courtesy and co-operation.
- Everyone should understand the agreed Academy rules and appreciate the rationale on which they are based. This is achieved by working with the children in their classes at the start of the year to set class rules and responsibilities.
- Through encouraging Christian values and respect for each other, children may be helped to develop their future lives and become positive contributors to society.
- The use of praise, rewards and where necessary sanctions, have a part to play in developing positive attitudes and behaviour.
- Our principles should be fairly and consistently applied, with sensitivity to the needs of individuals.
- Equality of opportunity for everyone is central to our principles.
- We should treat property, academy buildings and equipment with respect.

APPENDIX 9 - Home School Agreement

The Academy will:

- Provide high quality teaching and learning
- Provide a stimulating curriculum that is well matched to the children's needs
- Encourage children to do their best at all times
- Encourage children to respect of their surroundings and others around them
- Inform parents of children's progress at regular meetings
- Inform parents about curriculum development through newsletters and meetings
- Ensure that children are kept safe in school, including e-safety.

Teacher's signature

The Family's Responsibility is to:

- Make sure children arrive at school on time, properly equipped and wearing school uniform
- Make sure children attend each day, phoning in the morning if a child is ill; ensuring attendance during SATs tests in Year 6
- Attend Parents' Evenings to discuss children's progress and liaise with class teachers whenever possible
- Support the Behaviour Policy, including supporting the school's e-safety policy
- Support homework activities and reading at home.

Parent's Signature

The Child's responsibility is to:

- Act with respect and consideration for others
- Take care of equipment and our environment
- Follow instructions the first time
- Show kindness and courtesy to all
- Be polite and have good manners
- Act sensibly when moving around the school
- Be thoughtful and willing to help
- Be willing to discuss issues and apologise.

Child's Name (print name)

Child's Signature

Together we will:

- Tackle any special needs and share concerns about children's problems
- Encourage children to keep the school's expectations
- Support children's learning to help them achieve their best
- Ensure the safety and happiness of all children
- Help your child to reach their full potential.

Headteacher

APPENDIX 10 - Restorative and Relational Practice

Positive relationships



Restorative and relational practice guide us towards positive relationships. The key elements are:

1. Being a **good listener**;
2. **Talking comfortably** about thoughts and feelings;
3. Considering **behaviour as communication** and knowing **how to respond**;
4. Understanding how we are all 'wired', to **better understand and communicate** with each other;
5. Understanding how to **prevent and manage conflict**.



The 5 key Elements to Positive Relationships

Being a good listener

Taking time to listen to another's story, whatever they want to tell us; keeping eye contact, nodding; 'neutral' body language (avoid crossing arms and legs, avoid looking at your watch or out of the window)

Talking comfortably about thoughts and feelings

Sharing what we are thinking and feeling brings an emotional level to a conversation and this creates a stronger connection with others. It also helps us to 'get things off our chest' and this is good for positive mental health.

Considering behaviour as communication and knowing how to respond

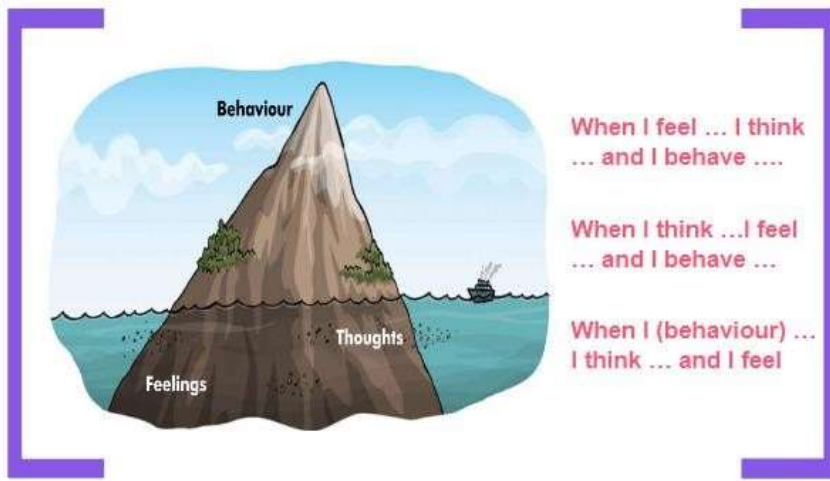
Considering the thoughts and feelings of others and how this might be contributing to their behaviour: this allows us to take a 'step back' before responding.

Understanding how we are all 'wired', to better understand and communicate with each other Looking at some of the human 'settings' we are all born with, and how these play into our behaviour and communication with each other and how we can learn to better control these settings.

Understanding how to prevent and manage conflict

Positive, healthy relationships include conflict in some way, shape or form. Knowing how to identify and respond to conflict/s are part of restorative and relational practice.

APPENDIX 11 - Behaviour as Communication



When I feel ... I think ... and I behave ...

When I think ... I feel ... and I behave ...

When I (behaviour) ... I think ... and I feel

What I am thinking affects how I am feeling and this impacts on my behaviour.

Behaviour is the part we can see and it's the part we usually react to.

We can notice our own thoughts and feelings.

The thoughts and feelings of other people are hidden.

Ask how someone is feeling

Invite a response to find out how someone is feeling, to better understand their current behaviour. Whenever you can, model the language of feelings, so that talking about feelings becomes 'the way we do things round here!'

Ask what someone is thinking

Invite a response to find out what someone is thinking, to better understand their current behaviour. Whenever you can, model the language of thoughts, so that talking about thinking becomes 'the way we do things round here!'

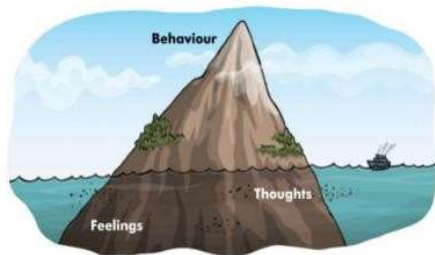
Create a thoughts and feelings chart for your child(ren)

This is a useful way for even very young children to begin to express their feelings. See the next slide for an example of what a feelings chart might look like.

Look for opportunities to sit and talk calmly

What is more important than our relationship/s with loved ones? Can we deliberately plan a small window of time each day to ask each other how we are feeling and what we are thinking? Identify a time when both parties are calm and collected before asking about thoughts and feelings.

**Behaviour as communication:
the key question!**



Does an understanding of someone else's thoughts and feelings change my response to their behaviour?



Be curious, not furious!