


All Saints' CE (VC) Primary School Maldon		
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## Equality and Diversity Statement

All Saints' C of E (VC) Primary School, Maldon is committed to treating all members of the community with fairness and respect regardless of their ethnic background, gender, religion, disability, sexual orientation or their socio-economic background. This policy has been written to assist the school community and ensure that as far as is reasonable no child or adult shall be unfairly treated, discriminated against or disadvantaged as a result.

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## 1. Our Vision:

Our welcoming Christian School is a special place. Children are nurtured to become aspirational and responsible individuals, seizing all opportunities to use their God-given talents and abilities to make a positive contribution to our school, our local community and the wider world.

## 2. Our Values:

- upholding Christian values of consideration, tolerance, honesty and respect for self and others
- maintaining a safe yet welcoming, well ordered environment in which all members of the school community have trust, courtesy, and respect for one another, for the school and wider community and for the physical environment
- maintaining the context of Christian worship and teaching
- developing the spiritual, moral, social and cultural development
- encouraging pupils to value themselves as individuals and to understand the importance of promoting community cohesion for the greater good of all (locally, nationally and globally)
- celebrating progress and achievement
- supporting the differences within the school community through appropriate provision for the most vulnerable and those with special educational needs
- honouring the right of all to fair and compassionate treatment through equality of opportunity.

## 3. What is Bullying?

Definition from Wikipedia

**Bullying** is abusive treatment, the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal harassment, physical assault or coercion and may be directed persistently towards particular victims, perhaps on grounds of race, religion, sex or ability. The "imbalance of power" may be social power and/or physical power. The victim of bullying is sometimes referred to as a "target."

Bullying consists of three basic types of abuse – emotional, verbal and physical. It typically involves subtle methods of coercion such as intimidation. Bullying can be defined in many different ways. The UK currently has no legal definition of bullying.

## 4. Prevention Rather Than Cure

At All Saints' we take great pride in our knowledge and understanding of each and every pupil. Negative attitudes that can lead to bullying behaviours are therefore prevented and incidents of bullying are minimal.

We believe that all children should have high self esteem. They should feel safe, protected and able to talk to a member of staff on any matter that concerns them.

Bullying is therefore totally unacceptable. We seek to respond to all allegations of bullying immediately and take all concerns very seriously.

We endeavour to ensure that every child at All Saints' School knows how to access help and support. We encourage children to support our caring family ethos and to report any incidents of unacceptable or bullying behaviours. Children are encouraged to tell someone if they have a problem or if they see a problem.

At All Saints' School our values are enshrined in the expected standards of behaviour linked to four basic entitlements. These 'four rights' are clearly set out in our behaviour policy and all staff and pupils are very aware of:

- The right to be happy
- The right to respect
- The right to learn
- The right to be safe

Children are encouraged to work and play together in a wide range of activities which include cross phase activities, school council, friendship weeks, PSHE activities and junior play leaders. We also have a pastoral team who work with children identified as being vulnerable or with specific behavioural concerns in order to prevent bullying taking place.

Staff at All Saints' have been very successful in implementing these rights, as acknowledged by the following findings from the Ofsted inspection July 2022:

"Bullying is exceptionally rare. If any problems arise, staff quickly resolve them through mediation and support and stop them from happening again".

"Pupils respect how some people are different from them. They support each other through kindness on the playground".

The findings of the SIAMS report, January 2020 also support this:

"Prejudicial behaviour is challenged, as reflected in the low incidence of bullying. The 'Every Child Shines' achievement wall celebrates difference and diversity and is reinforced in the active links with partner schools."

Through a range of curriculum subjects including PSHE and RE children are taught about bullying; the different forms of bullying, to consider how bullying affects others around us and how they can actively prevent bullying, including learning about cyber-bullying.

## **5. Forms of Bullying**

Bullying can take many forms but the main types are:

- Physical – hitting, kicking, taking belongings, intimidation, invasion of space
- Verbal – name-calling, insults, racist remarks, threats, taunting
- Indirect – spreading rumours, exclusion from social groups
- Cyber Bullying – see expanded section below

Bullying can occur in any place at any time in places such as:

- Playground
- Classroom
- Lunch arrangements
- Toilets
- To/from school
- Cyber bullying - **See Appendix A**

## **6. Early signs of distress**

The staff at All Saints' takes pride in their knowledge and understanding of each and every pupil. This manifests itself in very positive relationships throughout the school. Attitudes that can lead to bullying behaviours are therefore prevented and incidents of bullying are minimal. However all staff are aware of the need to be vigilant and are alert to the following signs of distress that could be a symptom of a child being bullied.

These may include:

- Withdrawn
- Deterioration of work
- Erratic attendance
- Frequent complaints of feeling ill
- Isolation
- Desire to remain with adults
- General unhappiness/anxiety/fear
- Late arrivals
- Bed wetting

## **7. General Procedure for Dealing with Bullying Behaviours**

1. Impose sanctions for non-adherence to our 'four rights' behaviour policy.
2. Help children to see the other point of view – 'How would you feel if..?' Make them aware of newcomers / loners or shy children
3. Encourage children to talk to someone they trust if they feel they are being bullied – this is not telling tales.
4. Give support to the victim and bully by hearing both sides. Do not bully the bully – find out why they are bullying.
5. Follow up to support the victim to prevent re-occurrence.
6. Parents of both aggressor and victim to be consulted as appropriate.
7. Use of the pastoral support team to work through programmes with for both the victim and perpetrator that offer support and understanding.

## **8. Procedure for all incidents**

All allegations of bullying must be brought to the attention of the Head teacher (or Senior Leadership Team in their absence).

Stage 1: Class teacher gathers information from relevant parties

Stage 2: Head teacher or SLT consulted and action agreed

Stage 3: Decision made as to whether an allegation is isolated or part of a pattern

- Stage 4: Appropriate action is taken - in line with our Behaviour Policy - **See Appendix B**
- Stage 5: Liaison with relevant parties during and following action taken.
- Stage 6: Ongoing monitoring by class teacher - **Formal action for isolated incidents**

Discipline will be dependent upon the nature of the incident but in line with our Behaviour Policy. The Head teacher or SLT will be involved and records of any incident will be kept.

## **9. Formal action for 'pattern of behaviour' incidents**

- The Head teacher or SLT (in consultation with relevant parties) will draw up an action plan in response to the incident, to include appropriate interventions for both victim and perpetrator.
- Parents contacted by phone to discuss the situation and arrange a meeting. Head teacher or SLT will be involved. The meeting will be held to discuss the incident and agree the action plan. This will include the victim, parent/carer, Class teacher, Head teacher or SLT.
- A meeting will also take place with the perpetrator, parent/carer, Class teacher, Head teacher or SLT to discuss the incident and action plan.
- Action plan implemented and monitored.
- Situation reviewed according to agreed timescales.

## **10. Record Keeping**

Records of any bullying incident will be kept in the Bullying Log.

Racist incidents will be kept in the Racist Incident Log and will be reported to the LA as part of the statutory process.

If a child persists in bullying, external agencies may be involved as required.

Meetings with the Headteacher (SLT) and parents in relation to allegations of bullying are noted and kept in a confidential pupil file. Subsequent meetings may be formally minuted at the request of the Head teacher or parents/carers and copies will be distributed within 48 hours.

Written complaints to the Governing body will be dealt with in accordance with the school complaints procedure.

## APPENDIX A

### **Cyber Bullying**

Cyber bullying can be defined as the use of 'Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else.'  
(DCFS 2007)

Cyber bullying differs from other forms of bullying in that it can take place at any time and can invade previously safe places, such as home. Cyber bullies can communicate their message to a wide audience with remarkable speed and can often remain unidentified and unseen.

#### **Categories of Cyber Bullying include:**

- Text message bullying
- Picture/video clip bullying via mobile phone cameras
- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying through instant messaging
- Bullying via websites

#### **Specific Strategies for dealing with Cyberbullying:**

We ensure that all e-communication used on the school site or as part of school activities off site are monitored. Blocking technologies are continually updated and harmful sites blocked. Security systems are in place to prevent images or information about pupils being accessed improperly outside school. Mobile phones brought into school by children are authorised by parents to do so and are kept out of reach of the children until home time. Although cyber bullying is most likely to happen outside school, the school will support and liaise with parents, children and if necessary the police and other agencies to manage incidents successfully. Children are taught about e-safety as part of the Computing curriculum and this includes cyber bullying.

## Appendix B

### Hierarchy of Unacceptable Behaviours

Type of Behaviour	Examples of Behaviour	Action	Consequences	Consequences for lunch time
<b>Minor Incidents</b>	<ul style="list-style-type: none"> <li>● Not accepting reasonable reminders</li> <li>● Poor standard of work due to lack of effort</li> <li>● One off name calling</li> <li>● First offence of minor swearing, rudeness or rude gestures to children and staff</li> <li>● Low level disruptive behaviour</li> <li>● Inappropriate physical interaction e.g. pushing and shoving</li> <li>● First offence of minor untruths</li> <li>● Misuse of ICT (one off), not accessing correct IT in class</li> </ul>	Handled by class teacher or by MDA/CT on duty	<ul style="list-style-type: none"> <li>● Discussion with child/ren involved.</li> <li>● Verbal reprimand</li> <li>● Loss of social time eg Playtime, lunchtime, golden time, etc to reflect</li> </ul>	<ul style="list-style-type: none"> <li>● Discussion with child/ren involved.</li> <li>● Verbal reprimand</li> <li>● Time out – shadow an adult on the playground.</li> <li>● Not allowed to use a specified piece of equipment for one play.</li> </ul>
<b>Medium Incidents</b>	<ul style="list-style-type: none"> <li>● Refusal to cooperate</li> <li>● Being deliberately rude to staff and children, swearing and rude gestures</li> <li>● Persistent disruptive behaviour</li> <li>● Being involved in negative/aggressive arguments with another child</li> <li>● Teasing other children</li> <li>● Persistent disrespect towards staff</li> <li>● Deliberately kicking/hitting/punching another child</li> </ul>	<p>May be handled by class teacher/MDA/TA if one off incident. Otherwise, phase team leaders or SENCO should become involved.</p> <p>Parents informed if considered appropriate.</p>	<ul style="list-style-type: none"> <li>● Time out in another classroom to reflect</li> <li>● Loss of social time eg no morning or afternoon play to reflect</li> <li>● Make a verbal or written apology which is sincere</li> <li>● Withdrawal of privileges in school, e.g use of certain play equipment for a couple of sessions</li> </ul>	<ul style="list-style-type: none"> <li>● Time out shadow an adult on the playground.</li> <li>● Loss of social time eg no morning or afternoon play to reflect</li> <li>● Make a verbal or written apology which is sincere</li> <li>● Withdrawal of privileges in school, e.g use of certain play equipment for a couple of sessions</li> </ul>

Type of Behaviour	Examples of Behaviour	Action	Consequences	Consequences for lunch time
<b>Significant Incidents</b>	<ul style="list-style-type: none"> <li>● Openly defiant to staff</li> <li>● Damage to property/graffiti</li> <li>● Deliberate lies</li> <li>● Repeated swearing and rude gestures to staff and children</li> <li>● Stealing</li> <li>● Bullying</li> <li>● Deliberate spitting</li> <li>● Persistent inappropriate physical and verbal interaction</li> <li>● Biting</li> </ul>	<p>Dealt with by Headteacher, Deputy Headteacher or SLT in their absence.</p> <p>Parents informed.</p>	<ul style="list-style-type: none"> <li>● Withdrawal of privileges to include attending events such as sporting events, PTA events and clubs</li> <li>● Clean up damaged property</li> <li>● Child to have a restorative behaviour tracker to be discussed and shared with parents</li> <li>● Child to go on a Behaviour Management Plan created by school with parents</li> <li>● Time out in HT office to reflect</li> <li>● Fixed term exclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Withdrawal of privileges to include attending events such as sporting events, PTA events and clubs</li> <li>● Clean up damaged property</li> <li>● Child to have a restorative behaviour tracker to be discussed and shared with parents</li> <li>● Child to go on a Behaviour Management Plan created by school with parents</li> <li>● Time out in HT office to reflect</li> <li>● Fixed term exclusion</li> <li>● Lunch time exclusion – child to be collected by parents at lunch and returned for afternoon session</li> </ul>
<b>Very Serious Incidents</b>	<ul style="list-style-type: none"> <li>● Very serious physical or verbal abuse of children or staff</li> <li>● Significant physical or verbal abuse of others and property including racially motivated</li> <li>● Systematic bullying including online</li> <li>● Deliberately dangerous actions</li> <li>● Physically losing control</li> <li>● Sexually inappropriate behaviour including online</li> </ul>	<p>Dealt with by Headteacher or Deputy Headteacher</p> <p>School based meeting with parent/s.</p>	<ul style="list-style-type: none"> <li>● Withdrawal of privileges at home and at school, to include school trips and residentials</li> <li>● Fixed term Exclusion leading to potential permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>● Withdrawal of privileges at home and at school, to include school trips and residentials</li> <li>● Fixed term Exclusion leading to potential permanent exclusion</li> </ul>

Details of Incident (continue over page where necessary):	Consequences: