



Anti Bullying Policy

Reviewed-Autumn 2024
Next Review-Autumn 2025
(Reviewed yearly)

Agreed by Staff

Aims

This anti-bullying policy aims to ensure that all our pupils feel safe at school and are free from intimidation and harassment of all sorts.

We achieve this by:-

- promoting a secure and happy environment free from any type of bullying behaviour
- taking positive action to prevent bullying from occurring.
- showing commitment to overcoming bullying by showing zero tolerance
- being a *TELLING* school that speaks out without fear.
- Ensuring that all pupils are able to tell and know that incidents will be dealt with promptly and effectively.
- Ensuring that *anyone* who knows that bullying is happening is encouraged to tell a member of staff.
- assuring pupils and parents/carers that they will be supported if bullying is reported.
- ensuring that all involved know the STOP definition of bullying e.g. Several Times On Purpose

A Definition of Bullying

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online”.

ANTI-BULLYING ALLIANCE

Definition of bullying

In the context of our school, we would regard a child as being bullied when they feel intimidated or ‘picked on’ by any person or group showing violence or aggression, making unkind comments or sending inappropriate notes. A child is also being bullied when they are teased or ignored by their peer group, for any reason. Bullying usually takes place repeatedly and over a period of time. (STOP= Several Times on Purpose).

A Checklist of Bullying Incidents

Children will describe these incidents in various ways, possibly using the current colloquial terminology, but essentially, they involve:

Physical Behaviour

e.g. nudging, pushing, tripping, play-fighting, ‘bombing’, battering, poking with fingers or objects, spitting, lifting smaller children, ganging up on children, snatching, misusing sports equipment, pulling clothes, hiding possessions, spoiling work, pulling chairs out, trapping in doors, monopolising equipment, glaring, staring, unwanted physical contact.

Verbal Behaviour

e.g. swearing, racist comments, name calling, ‘cussing’, verbal dueling, shouting in face, burping, ostracizing, verbal threats, or sexually abusive comments.

Indirect Actions

e.g. whispering campaigns, ignoring, undercurrents, exclusion, sexism, threats of harm by other children, blaming others, manipulating the system, body language, size intimidation or bitchiness

Cyber Actions

e.g. misuse of areas of the internet, such as email & internet chat room, mobile threats by text messaging & calls, misuse of camera & video facilities.

Peer on Peer Abuse

Peer on Peer abuse can manifest itself in many ways. It should not be seen as “banter” or as “part of growing up”. This school does not tolerate children being sexually touched or assaulted or being subjected to initiation type violence. The school does not tolerate sexting or other screen based bullying. (see Keeping Children safe in Education September 2018)

The Equality Act 2010 makes sure that people are protected from discrimination in relation to nine protected characteristics (Age, Disability, Gender Reassignment, Marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex and sexual orientation). In line with our public sector equalities duties, we will not tolerate prejudice and discrimination in our school, along with all other forms of bullying.

In schools children can be vulnerable to bullying on the pretext of:

Racial, religion or belief - is where the motivation for bullying is based on the targets skin colour, culture, nationality, or faith.

Disability - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments, and mental health conditions.

Sexual orientation – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

Gender reassignment – relates to transphobic bullying. It is based on prejudice or negative attitudes, views, or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

Sex – relates to sexual bullying and can relate to the target’s gender or body, this can have a sexual and/or sexist element.

Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.

Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

In assemblies and in class school will talk about the term bullying being “several times on purpose” and not one-off incidents of children being mean to each other or falling out with each other. We will use resources from the NSPCC and other anti-bullying agencies. Although anti-bullying assemblies will be planned across the year, we will also cover issues when and if they arise.

Signs and Symptoms of Bullying

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Our responses to bullying.

Bullying will be treated as part of the school's Behaviour Policy. The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be investigated immediately by the member of staff who has been approached. Witness statements may be obtained.
- A clear account of the incident will be recorded on Cpoms.
- When needed, incidents will be 'fast tracked' to an appropriate level.
- One-off, 'minor' incidents, however, can usually be dealt with by discussion with the child/children and a verbal warning.
- Sanctions will be used as appropriate (see Behaviour Policy)
- The target/s should also be involved in discussion of the incident and the sanction used so that they know the matter has been dealt with.
- Parents/carers will be informed.
- Staff need to be alerted to repeated 'minor' incidents over a period of time.
- All cases of bullying, including repeated offences, should be reported to the Co-headteacher, and recorded. They will then be followed up as appropriate and monitored for patterns and persistency. In all such cases the perpetrator and the target should be counseled, and this should be arranged between the Co-headteacher and the class teacher. Parents/carers will be informed.

Staff Responsibilities

- To promote anti-bullying
- To ensure that staff and children know the definitions of bullying.
- To implement procedures to confront bullying in any form.
- To listen to all parties involved in incidents.
- To investigate as fully as possible
- To take appropriate action
- To record and inform parents/carers of bullying incidents.
- To foster by example the values we as a school believe in
- To promote the use of interventions which are the least intrusive and most effective.

The promotion of a caring, co-operative ethos is important. The only effective way of preventing bullying is to teach pupils from as early an age as possible that bullying is totally unacceptable.

All children will be taught strategies for dealing with and preventing bullying as part of assemblies, circle times and PSHE lessons using discussion, stories, poems, role play and SEAL materials. The national Anti-Bullying Week will be supported in November.

Implications for Pupils

Pupils who have been bullied will be supported by

- Reassurance
- An offer of continuous support
- Restoration of self-esteem and confidence

Pupils who have bullied will be helped by

- Discussion of what happened to try to identify the cause of the bullying behaviour.
- Establishing the wrong behaviour and the need to change.
- Supporting the pupil with strategies for changing behaviour.
- Involving parents/carers to help change the attitude of the pupil.

Procedure for Reporting and Dealing with an Incident

The procedure for a **child** reporting a possible bullying allegation is as follows:

If any child feels concerned about any issue of bullying, they can approach any adult in our school to report the incident either verbally or in writing if this is preferred. They may feel happier being accompanied by a friend to do this.

If any child or adult sees an incident that they feel constitute bullying, then there is an expectation that this will be reported to the class teacher initially.

Parents should, first and foremost, be familiar with the definition of what bullying is and the different types of bullying that can occur. Communication between home and school is key for the school to the identification and prevention of bullying. By supporting the school and their policies, and by informing school if there are any concerns, it means that situations and incidents can be dealt with swiftly and appropriately. Encouraging their child to speak to staff at school if they are worried about bullying will develop positive relationships and ensure that children feel safe and secure.

The procedure for a **parent** reporting a possible bullying allegation is as follows:

- In the first instance **speak to your child's class teacher**. Please **do not** confront a child yourself.
- Ensure you speak regularly to the class teacher to be informed about how the above investigation is going.
- Keep communicating any further incidents with the class teacher by helping your child to keep a log of any incidents they perceive as bullying over a period of time (normally 3 -4 weeks) – Remember bullying is not often solved overnight.
- Be prepared for a meeting with the other parents
- If you are not satisfied with the outcome refer to a senior member of staff (Co-headteacher) in the first instance.

The procedure for a **teacher** investigating a bullying allegation is as follows:

- The class teacher will talk to both the alleged target and the alleged perpetrator(s). A clear and precise account of what has occurred will then take place and supporting statements from any witnesses will be taken.
- The class teacher will record allegation on Cpoms (as a behaviour incident)
- Following the investigation, the class teacher will decide if the situation is bullying, a one-off incident or a general falling out – seek SLT guidance if required.
- If it is deemed a bullying incident always inform the Co-headteacher and the parents of both target and perpetrator(s) – this could be done separately or in a joint meeting depending on the nature of the bullying.
- If it is deemed a bullying record on Cpoms under the category of ‘Bullying’.
- Any pupil who has been the target will be given the opportunity to discuss their experience with their class teacher or the Co-Headteacher. Where necessary, they will be offered additional support.
- We will provide the target with the chance to log any further incident on Cpoms so that we can monitor patterns and address all further issues promptly.
- All staff will work with the child who has been identified as the perpetrator to address the issues raised.
- The staff involved may also seek to organise restorative work between both parties using a variety of techniques to resolve the issues between those who child with bullying behaviours and those who have been bullied.

Implications for Staff

Through INSET and Local Authority Safeguarding Briefings, all members of staff will receive updated training in behaviour management.

All members of staff will sign a code of conduct and understand that there is zero tolerance of any bullying in the school, staff to pupil/pupil to staff, staff to staff, parent to staff/staff to parent and that disciplinary action will be taken should any bullying occur.

Implications for Governors

Governors will be kept informed of any cases of bullying (where required) and will be consulted in the annual review of this policy.

Implications for Parents

Involved parents/carers will be kept informed throughout any incidences of bullying. All parents/carers will be consulted in the annual review of this policy.

Lunchtime Supervision

All staff will monitor children's behaviour. They will have clear instructions to report all incidents of bullying and will do either of the following:

- Deal with the incident personally
- Report the incident to the Class Teacher, who will take action to deal with the situation and log the incident on Cpoms.

As a school we also have lunchtime inventions in place where a child/ren can attend for wellbeing sessions, time in a safe space with an activity and there are also games/activities (run by the children) to support other children.

Bullying Outside School:

Head Teachers (Mrs Reay and Miss Timbrell) have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises (where everyone has a responsibility to act), such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Head Teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Links with other policies

Behaviour Policy

Disability and Equality Policy

Exclusion Policy

Inclusion Policy

L.A. Guidelines and National Guidelines on Exclusion from School

Personal, Social, Health Education Policy.

