

Anti-Bullying Policy

Including online bullying



Academic year	Head teacher	Deputy and Assistant Heads	Chair of Governors
2022/2023	Mrs R Hocking	Mr R Warren Mrs S Leaver & Mrs K McCall	Mrs L Gray

Review Date	Changes made	By whom	Date Shared
February 2020	Yes	AHT	February 2020
September 2021	Yes	SBM	
September 2022	Update staffing	HT	

ANTI-BULLYING POLICY

Rationale

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Only if this is the case will all members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this being able to happen, and prevents equality of opportunity. It is everyone's responsibility to prevent this happening, and this policy contains guidelines to support this ethos. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

Where bullying exists, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge and inform attitudes about bullying behaviour, increase understanding for bullied pupils, and build an anti-bullying ethos within school.

We believe bullying affects everyone, not just the aggressors and the targets. It also affects those other children who watch (bystanders), and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes; insults; intimidating/threatening behaviour; written abuse; and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

GDPR

This policy may necessitate the processing of personal data and/or special category data as prescribed under UK GDPR and Data Protection Act 2018. As such any processing of personal data and/or special category

data must be done with due regard to the school's Data Protection policy.

Why is an Anti-Bullying Policy necessary?

In line with the Equality Act 2010 we show our commitment to preventing and responding effectively to the bullying of protected and vulnerable groups of children including disabled children / children with SEN, those who are or perceived to be LGBT, race and religion targeted, sexist and sexual bullying. All pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.

The school has a clear policy on the promotion of good citizenship, where it is made clear that bullying is a form of anti-social behaviour. It is WRONG and will not be tolerated.

It is important therefore, that the school has a clear written policy to promote this belief, where both pupils and parents/guardians are fully aware that any bullying complaints will be dealt with firmly, fairly and promptly.

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. It can happen face to face or online'

The STOP acronym can be applied to define bullying – Several Times On Purpose.

What is bullying?

Bullying takes many forms but the main types are;

- ✎ Physical – Hitting, kicking, taking and destroying belongings, intimidation.
- ✎ Verbal – Intimidation, name calling, insulting, making racist, sexist or other personal comments.
- ✎ Emotional – Being unfriendly, excluding, tormenting (e.g. hiding books, gestures.)
- ✎ Racist – Taunts, graffiti, gestures about, colour, religion, creed, family origins and background.
- ✎ Sexual – Unwanted physical contact or sexually abusive comments.
- ✎ Homophobic – Because of, or focussing on issues of sexuality.
- ✎ Cyber – All areas of Internet (e-mail, chat rooms, mobile phones, text messaging) misuse of associated technology; camera, video facilities.

Signs of Bullying

- Deterioration in work
- Fluctuation in mood
- Temper flare ups, abusive language and impulsive hitting out
- Nervous habits, jumpiness
- Poor attendance/lateness

The bullied child may:

- Be late for school or hang back at breaks or the end of the school day
- Want to change normal routines for travelling to or from school
- Start asking for extra money
- Try to avoid school, claiming spurious illness
- Withdraw from school activities and desire to remain close to adults
- 'Mislaid' books, equipment and belongings
- Have clothes or belongings inexplicably damaged
- Suffer from unexplained bruises and cuts
- Be afraid to use the internet or mobile phone

Aims and Guidance

In attempting to deal with the problem of bullying we aim:

- To define bullying for the school community.
- To promote a feeling of self-confidence and safety throughout the school.
- To support staff in identifying and tackling bullying appropriately;
- To enable pupils in developing positive relationships.
- To support pupils in developing emotional, social and personal skills.
- To ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively.
- To ensure bullying behaviour is taken seriously.
- To co-operate with parents and the community to prevent or deal with aggressors and bullying.
- To communicate key issues to staff, pupils, governors, parents and other interested parties.
- To provide a framework to address all bullying incidents effectively.
- To provide support all involved (target, aggressor, peer supporters, bystanders)

Aim 1

To ensure that pupils learn in supportive, caring and safe environment without fear of being bullied.

Action	Person Responsible	Comments
Issues of concern to children (including bullying) are discussed openly in school.	Class teacher Head teacher Teaching assistants Lunchtime supervisors	PSHE and Safeguarding curriculum delivery Assemblies, stories and circle time are all utilised for this purpose, in addition to a regular themed, anti-bullying week.
Ensure that pupils understand that bullying can take place in many forms, is not tolerated, and will be dealt with seriously.	Class teacher Head teacher Teaching assistants Lunchtime supervisors Parents	This message will be delivered routinely and also when appropriate to a specific situation. Bullying via electronic media will be covered regularly in school and parents will be made aware of this phenomenon via the website and newsletters.
Ensure there is a strong pastoral system, and that close relationships exist between staff and pupils.	Class teacher Headteacher Teaching assistants Lunchtime supervisors Pupils	Pupils will feel able to share any concerns with a range of adults in school.
Staff recognise that bullying may occur and are aware of procedures for dealing with incidents of bullying.	Head teacher and SLT	Reporting procedures should be followed
All staff should take responsibility for discipline and	Head teacher	All staff are trained to deal with incidents of bullying.







there is adequate supervision in school.		Lunchtime supervision is to a high standard.
School Council meet termly to consider feedback from pupils, parents, governors and staff.	School Council SLT	School policy and actions are rooted in feedback from members of the school community, including annual parental questionnaire analysed by Governors.
Continue to support transition of pupils from KS1 to KS2 in corridors and lunchtime provision.	SLT All staff School Council	Continue to questionnaire KS2 pupils on annual basis and amend school practice as required.
There is a nominated Governor to deal with concerns of bullying.	J.Rodriguez	The wider school community is involved in managing concerns of bullying.

Aim 2

To provide a clear framework for dealing with reported episodes of bullying.

Strategies of Dealing with Bullying
day strategies to discourage bullying

Proactive Strategies – day to

-  Modelling positive behaviour for pupils by all adults.
-  Listen carefully and support pupils, parents and staff.
-  Monitor pupil behaviour closely in and around school.
-  Recognise behaviour change and early signs of distress, (e.g. bedwetting, lateness, deterioration of work, spurious illness, isolation, desire to remain with adults, increased anxiety or fear), as an indicator of bullying.
-  Organise initiatives (e.g. peer mentors, peer councillors, peer mediation, friendship circle, buddy system, lunchtime clubs)
-  Curriculum approaches, promoting understanding of bullying issues through drama, art, PSHE, RE, assemblies and pastoral group work.

- ✎ Draw on expertise and experience of outside agencies and other schools.
- ✎ Teach children about online safety and what cyber bullying is through PSHE, Safer Internet Day, Internet safety week and the Computing curriculum.

Reactive Strategies – Once an incident has come to light we will:

- ✎ Listen to the child.
- ✎ Take the incident or report seriously and investigate carefully.
- ✎ Decide whether we should deal with the incident or whether it should be referred to another authority.
- ✎ Log incidents of behaviour as quickly as possible and maintain detailed records.
- ✎ Reassure the target(s) and offer concrete help, advice and support.
- ✎ Once clear evidence of bullying is established, actions will be taken to ensure there is no recurrence. These include:
 - Individual interview / counselling everyone involved by teaching staff or senior management.
 - Ensure the aggressor is aware of the target's point of view **and** the schools tolerance of such actions.
 - Increased monitoring of all vulnerable parties.
 - Inform the Head Teacher and other appropriate people of the situations and action taken.
 - Inclusion in anti-bullying programmes.
 - Provide alternative facilities for unstructured times (e.g. increased responsibility, directed tasks to complete, access to a support group/staff.)
 - Use rewards / sanctions as defined in the behaviour policy.
 - Increase home-school liaison.
 - Opportunities for reparation.
 - Involve outside agencies.

Action To Be Taken When Bullying Is Suspected

If bullying is suspected, we will talk to the suspected target, the suspected aggressor and any peer supporters and bystanders. If any degree of bullying is identified then the following action will be taken:

Help, support and counselling will be given as appropriate to everyone involved

We support the **targets** in the following ways:

- Check for any physical injury.
- Wait for the target to calm down before trying to find out what has happened and take time to listen carefully and establish facts.
- Let the target know that a determined effort will be made to stop the bullying, that it is totally unacceptable and will not be tolerated.
- Focus on the behaviour, not the individual.
- Look for ways to restore lost confidence.
- Discuss solutions with the target and bully.
- Try to increase the target's self-esteem, confidence and sensitive treatment by others.
- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose.
- Informing the target's parents/guardians.
- By offering continuing support when they feel they need it.
- By taking one or more of the disciplinary steps described below to prevent more bullying.

We also discipline and support the **aggressors** in the following ways:

- Stop the incident and if possible, remove those involved from immediate vicinity of other children.
- Make it clear that the behaviour is absolutely unacceptable to everyone, staff, parents and children. **It is the behaviour which is unacceptable not the child.**
- Wait for the child to calm down and then try to find out exactly what happened and why.
- Outline the sanctions that will be taken.
- Try to find out why the child finds it necessary to behave like this and how and why this behaviour needs to be changed. Offer support for this change.
- Make sure everyone, children and staff understand the situation so that action will take place immediately and in the agreed manner should there be a further incident.
- The child's confidence, self-esteem and friendship skills should be increased through classroom activities.
- By talking about what happened, to discover why they become involved.
- Staff will inform parents or carers in the case of a proved allegation and where necessary involve them in any plans of action
- By continuing to work with the aggressor in order to get rid of prejudiced attitudes as far as possible.

- By taking one or more of the disciplinary steps described below to prevent more bullying.

Disciplinary Steps

1. They will be warned officially to stop offending.
2. Informing the aggressor's parents/guardians.
3. Loss of play/break times for a period.
4. Keeping a behaviour diary.
5. Record incidents on CPOMs.
6. They may be internally excluded for a given period of time.
7. They may be excluded from their usual school yard at lunch times.
8. We may arrange for them to be escorted to and from the School premises.
9. Decisions can be made to increase sanctions, up to and including exclusions of both fixed term and permanent nature as the circumstances dictate

Peer supporters/bystanders

- Point out that they may share some responsibility because they allowed the bullying and did not try to help the target.
- Outline the sanctions for aggressors.
- Discuss why some children behave in this way and what they should do if they witness bullying again. Offer support.

Parents

Parents are contacted if we have concerns about their children. They may provide information or solutions. Many incidents have their origins outside the school. In consultation with the Headteacher or Deputy Headteacher, parents of the target and the aggressor should be informed if:

- There is physical injury.
- The incident involved a number of children bullying the same child.
- An older child is bullying a much younger child.
- The bullying is repeated.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being

beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded on the LA reporting system (if deemed necessary) and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log/ CPOMS.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded using the LA Arch system and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted antibullying interventions.

Evaluation

The recording and monitoring of incidents of bullying are a part of the evaluation of our policy. However, this is underpinned by the gathering of feedback from all areas of the school's community. Feedback from children is central to this and, along with informal feedback to teachers, is dealt with more formally as a part of the programme of work for Personal and Social Education. Initial incidents are logged on CPOMS by members of staff and passed immediately to SLT, in this way any recurring incidences or common problems can be more readily identified and addressed.

APPENDIX

What Can You Do If You Are Being Bullied?

Remember that your silence is the aggressor's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is WRONG!
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but an aggressor thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be assertive – shout "NO!" Walk confidently away. Go straight to a teacher or member of staff.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- It is best to tell an adult you trust straight away. You will get immediate support.

Teachers will take you seriously and will deal with bullies in a way that will end the bullying and will not make things worse for you.

If You Know Someone Is Being Bullied

- TAKE ACTION! Watching and doing nothing looks as if you are on the side of the aggressor. It makes the target feel unhappier on his or her own.
- If you feel you cannot get involved, tell an adult IMMEDIATELY. Teachers have ways of dealing with the aggressor without getting you in trouble.
- Do not be, or pretend to be, friends with an aggressor.

As A Parent

- Be aware of unusual behaviour in your children. For example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their normal standard.
- Try to take an active role in your child's education. Enquire how their day has gone, who they spent their time with, how lunchtime was spent etc.

- If you feel your child may be a target of bullying behaviour, inform the school IMMEDIATELY. Your complaint will be taken seriously and investigated.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell you own son or daughter there is nothing wrong with him or her. It is not his or her fault that they are being bullied.
- Make sure your child is fully aware of the School policy concerning bullying, and that they should not be afraid to ask for help.

A full copy of the school policy is available at the school reception.

Useful web-sites

Anti-Bullying Alliance www.nch.org.uk/aba
 Childline www.childline.org.uk
 Bullying Online www.gov.uk/bullying/
 Kidscape www.kidscape.org.uk
 National helpline for parents www.parentlineplus.org.uk
 BBC Schools bullying site www.bbc.co.uk/schools/bullying
 For Kids by Kids Online www.fkbko.net
 DfES anti-bullying site www.dfes.gov.uk/bullying
www.dontsufferinsilence.com
 Act Against Bullying www.actagainstbullying.co.uk
www.bullying.co.uk

Evaluation, Monitoring and Review

Monitoring will have regard to information about incidents of bullying and how they were resolved in the short and longer term.

The policy will be reviewed annually.