

Anti-Bullying Policy



Approved: September 2021
Review: September 2024

1. Context including National and Local Policy and Legislation

Protection from bullying and the right to attend education without fear is covered by legislation and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

2. What is Bullying?

2.1 Our Shared Beliefs about Bullying

Bullying damages children’s physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can affect children’s chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. Our school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

2.2. A Definition of Bullying

Bullying is behaviour that is repetitive and intended to cause harm or distress to another person or group by another person or group where the relationship involves an imbalance of power (remember STOP – it happens Several Times on Purpose). Bullying is mean and results in worry, fear, pain and distress to the targets.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

2.3 Bullying Forms and Types

Bullying can be targeted towards Protected Characteristics (Equality Act 2010) and can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, ridiculing, exclusion from groups or activities
Physical	Biting, spitting, Hitting, kicking, pinching, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing, threatening
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

2.4 Recognising Signs and Symptoms

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having belongings or clothes damaged.
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Developing sleep problems and having nightmares

Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

2.5 Recognising reasons why children may bully

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

3. Implementing the Anti-Bullying Policy in our School

3.1 Reporting incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied as well as bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems.

Procedure

1. Pupils should report bullying to the member of staff on duty or to their class teacher in the first instance.
2. Once a bullying incident is reported, the bullying behaviour or threats of bullying will be investigated as soon as practically possible and every attempt made to ensure the safety of the target and the prevention of further incidents of bullying.
3. All incidents will be reported to the head teacher or senior leader in the absence of a head and recorded as such on CPOMs.
4. Action will be determined depending on the nature and severity of the behaviour reported and will be implemented at the first opportunity.
5. Parents of the target and instigator/s of the bullying behaviour will be informed.
6. The incident, outcomes and support provided will be recorded on CPOMs for all those involved.
7. Where appropriate staff working with the pupils will be advised of the situation and will be asked to monitor behaviour and support the pupils involved.
8. Targets will be supported and may be involved in counselling or self-esteem programmes.
9. Efforts will, be made to support the instigator/s of bullying behaviours in understanding the effects of their actions and how they can change/modify their behaviour (e.g. anger management, restorative approaches).
10. If the situation does not improve, further action will be taken following the school's behaviour guidelines.
11. If necessary, and appropriate, police will be consulted.

Responding to incidents of bullying which occur off the school premises.

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

The school encourages children to seek help and to tell a trusted adult about incidents of bullying that happen outside the school so that the school can:

- Offer support from the Pupil Welfare Team or Head Teacher at school
- Discuss coping strategies with parents and pupils – programmes of support implemented
- Talk to the children about how to handle or avoid bullying or worrying behaviour outside the school premises
- Talk to the local Community Police Officer about problems
- Offer children and parents/cares strategies to manage bullying off the school premises e.g.
- guidance on how to keep safe on the internet and when using technology.
- Deliver bespoke PSHE lessons/assemblies focussed around the concern utilising outside support/agencies where applicable e.g. community support office to talk to the pupils about appropriate behaviour at the park and consequences of poor behaviour

3.2 Working with Parents /Carers

Where the school has become aware of a bullying situation, we will endeavour to involve parents/carers constructively and at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The school adopts a problem solving approach with parents/carers e.g. 'It seems your son/daughter and (other child) have not been getting on very well' rather than 'your son/daughter has been bullying....'

While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a co-operative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

3.3 Prevention

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the RSE curriculum
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Participating in national events such as Anti-Bullying Weeks and supporting learning on bullying through on-going whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems and mixed age groupings to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages.
- Providing information on support agencies including telephone numbers and addresses for supportive websites
- Liaising with members of the community and engaging in community initiatives and safer school partnerships

Appendix 1-Child Friendly Anti-Bullying Policy

If you are being bullied:

DO

- Use eye contact and tell them to go away.
- Ignore them.
- Walk away.
- Remember it is NOT your fault and you are NOT alone.
- Tell someone.
- Play with someone else.



Everyone is different and that is okay!

Treat people how you would like to be treated.

Kind Rules!

- Always be kind
- Say thank you
- Share and help people

What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying.
- Let the bully know what is happening.
- Tell the bully to **S.T.O.P.** if it is safe to do so.
- Don't stay silent or the bullying will keep happening.
- Tell an adult.

Ellistown Community Primary School Anti-bullying Team's Aims:

- We will all work together to **S.T.O.P.** bullying.
- We want our school to make everyone feel safe and happy. Bullying can make people feel frightened and unhappy.
- To deal with bullying in our school, we will help everyone:
 - To get on well together
 - Respect and understand each other
 - To believe that everyone has the right to be who they are.





Child Friendly Anti-bullying Policy

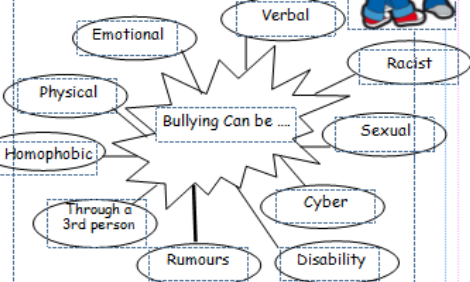




What is bullying?

In our school, a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.





Emotional: Hurting people's feelings, leaving you out, being bossed about.

Physical: Punching, kicking, spitting, hitting, pushing.

Verbal: Being teased, name calling, hand signs

Cyber: Using technology/the internet to upset someone else.

People can be bullied for a number of reasons, including their race, religion, culture, disability, home circumstances, appearance, sexuality or gender identity.



When is it bullying?

SEVERAL TIMES ON PURPOSE



What Can we do to help?

We will always treat bullying seriously.

We will find a way to make it **S.T.O.P.** so that you can feel safe and happy in school.

Who can I tell?



A HELPING HAND

What should I do if I am bullied:

START TELLING OTHER PEOPLE

