ANTI-BULLYING POLICY

Reviewed by	I Hamilton	Date:	September 2024
Next Review		**Date:**	September 2025

Anti-Bullying Policy

Introduction

Our school has a zero-tolerance policy on bullying. Although incidents are rare due to close supervision in both the classroom and during playtimes, we are firm in our stance that bullying is unacceptable and harmful.

We actively work to prevent bullying by fostering a school culture that rejects such behaviour. Any reported incidents of bullying are taken extremely seriously and addressed immediately. At our school, bullying is defined as:

"A pattern of planned, premeditated behaviour by one or more children with the deliberate intention of harming another child or adult—physically, verbally, electronically, or emotionally."

Aims & Objectives

- To create a safe, caring, and secure environment where everyone can learn without anxiety.
- To ensure a consistent school response to any incidents of bullying.
- To clearly communicate our opposition to bullying and outline each person's responsibility in eradicating it from our school.
- To ensure all members of the school community are free from bullying and harassment, including cyberbullying and prejudice-based bullying related to special educational needs, sexual orientation, gender, race, religion, gender reassignment, or disability.

What is bullying?

Bullying is aggressive behaviour intended to hurt another person, causing pain and distress to the victim. Unlike other forms of aggression, bullying is repeated and directed at a specific individual or group. We define bullying as physical or verbal aggression that occurs "Several Times on Purpose" (STOP). This definition helps children grasp the seriousness of bullying compared to other unacceptable behaviours and encourages them to "Start Telling Other People" if they experience or witness it.

Bullying can take various forms:

- **Emotional**: Being unfriendly, excluding, or tormenting (e.g. hiding books, making threatening gestures).
- **Physical**: Pushing, kicking, hitting, punching, or any form of violence.
- **Sexual**: Unwanted physical contact or sexually abusive comments.
- **Verbal**: Name-calling, sarcasm, spreading rumours, or teasing.
- **Cyber**: Misuse of the internet (e.g. email, chat rooms), videos on YouTube, mobile threats via text or phone calls, and misuse of technology (e.g. cameras, video). This can also include material bullying, such as damaging belongings or extortion.

Perpetrators may use various pretexts for their bullying, targeting individuals based on:

- **Religious background or faith** of the person being bullied.
- **Disability, perceived physical difficulty,** or **Special Educational Need**.
- **Race**: e.g. racist name-calling, taunts, graffiti, or gestures.
- **Sexuality**: e.g. homophobic bullying.

Bullying can also occur indirectly, where a third person is encouraged to participate in any of the behaviours mentioned above.

What bullying is not:

It's important to understand that bullying is not the occasional falling out with friends, name-calling, arguments, or a one-off joke. Children sometimes fall out or say things when they're upset. These occasional problems are not considered bullying.

Learning to handle friendship breakdowns, the odd name-calling, or childish pranks is a normal part of a child's development. It's through these experiences that children develop the social skills to repair relationships. Bullying, however, is defined as behaviour that occurs "Several Times on Purpose" (STOP).

Bullying Outside School Premises

Headteachers have a statutory power to discipline pupils for poor behaviour outside of school premises. Under Section 89(5) of the Education and Inspections Act 2006, Headteachers can regulate pupils' conduct when they are off school grounds and not under

the supervision of school staff. This includes bullying incidents that occur off school premises, such as on school or public transport, outside local shops, or in the town centre, including any form of cyberbullying.

If bullying outside school is reported to staff, it will be investigated and appropriate action will be taken.

Signs and Symptoms

A child may show signs or behave differently if they are being bullied. Adults should be vigilant and investigate if a child:

- Is frightened to walk to or from school.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Starts stammering.
- Attempts or threatens self-harm, suicide, or running away.
- Cries themselves to sleep or has nightmares.
- Feels ill in the morning.
- Shows a decline in schoolwork.
- Comes home with torn clothes or damaged books.
- Has possessions that are damaged or "go missing."
- Asks for money or starts stealing money (to pay someone who has demanded it).
- 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 or jumpy when receiving cyber-messages.

While these signs and behaviours could indicate other issues, bullying should be considered a possibility and investigated.

The Role of the Academy Committee

The academy committee supports the Headteacher in efforts to eliminate bullying from our school. This policy statement makes it clear that the academy committee does not condone bullying and that any incidents are taken very seriously and addressed appropriately.

The academy committee consults with the Headteacher and regularly reviews the effectiveness of the school's anti-bullying policy.

The Role of the Headteacher

The Headteacher is responsible for implementing the school's anti-bullying policy and ensuring that all staff (both teaching and non-teaching) are aware of and know how to address bullying incidents. The Headteacher reports to the academy committee on the effectiveness of the anti-bullying policy upon request.

The Headteacher ensures that all children understand that bullying, whether personal or electronic, is wrong and unacceptable in our school. This message is reinforced at appropriate times, such as during assemblies where unacceptable behaviour can be discussed with the school community. The Headteacher also ensures that all staff receive adequate training to handle bullying incidents effectively.

By fostering a school climate of mutual respect, support, and praise for success, the Headteacher helps make bullying less likely. When children feel valued and part of a friendly and welcoming environment, bullying is much less likely to occur.

The Role of All Staff

Staff at our school take all forms of bullying seriously and intervene promptly to prevent incidents. They keep records of any bullying incidents and notify parents as soon as possible. Consequences are issued for any form of bullying.

If teachers identify acts of bullying, they support the victim and make it clear to the bully that their behaviour is unacceptable.

Midday Assistants maintain a logbook to record incidents occurring at lunchtime and inform the class teacher as soon as possible. Consequences are issued for any incidents of bullying.

If staff become aware of bullying within a class, they address the issue immediately. This may involve providing counselling and support for the victim and issuing consequences for the bully. Staff talk to the child who has bullied, explaining why their actions are wrong and helping them to change their behaviour. Repeated incidents of bullying are reported to the Headteacher, and the child's parents are invited to discuss the situation. Regular behaviour support sessions may be conducted by a trained counsellor or Learning Mentor, and the child may be referred to the Local Authority Early Intervention Team (MASH) for further support.

Staff aim to support all children and foster a climate of trust and respect. By praising, rewarding, and celebrating the success of all children, we aim to prevent bullying.

The PSHE curriculum includes modules on relationships, encouraging respect for all types of relationships, including same-sex and transgender people. Staff may use strategies such as circle time, class discussions, stories, or role-play to address and prevent bullying.

The Role of the Learning Mentor

Learning Mentors support pupils, parents, and teachers during investigations into alleged bullying incidents. They record each stage of the investigation and keep all parties informed about the support provided for both the victim and the perpetrator.

The Role of Children

Children are encouraged to report any bullying they experience or witness, and to support their classmates where possible, through the School Council and the school's ethos. They are urged to do so without endangering themselves.

The Role of Parents

Parents who are concerned that their child might be bullied or may be bullying others should contact their child's class teacher immediately. Parents are responsible for supporting the school's anti-bullying policy and encouraging their child to be a positive member of the school community.

Procedures – Recording

- All behaviour incidents are recorded on CPOMs and in Behaviour folders, which are periodically reviewed to identify patterns that may indicate bullying.
- The Headteacher records definite incidents of bullying to monitor repeat occurrences.
- The Senior Leadership Team coordinates the recording system and liaises with class teachers and other staff to ensure that no incidents of bullying are overlooked.

Prevention

To help prevent bullying, we implement the following strategies:

- Involve children in discussions about school rules.
- Read stories about bullying or have them read in class or assembly.
- Use role play and 'hot-seating' to foster empathy.
- Hold discussions about bullying and its inappropriateness.

Additional prevention measures include:

- Participating in Anti-Bullying Week each year to discuss acceptable

behaviour and procedures.

- Holding regular school assemblies focused on PSHE themes such as bullying, friendship, and expected behaviour.
- Maintaining a clear behaviour policy that rewards positive behaviour and focuses on positive attitudes.
- Taking a proactive approach to managing behaviour at lunchtime, with activities to keep children engaged and active.
- Encouraging both perpetrators and victims to reflect on their actions.
- Educating children and parents about safe internet use and the risks of cyberbullying.
- Promoting the message to 'Start Telling Other People' if they or someone they know is being bullied.

<u>Useful links and supporting organisations</u>

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

<u>SEND</u>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk • Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_- _module_final.pdf 11 Theeducationpeople.org
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Think U Know: www.thinkuknow.co.uk
• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis
• DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
• DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventingandtackling-bullying
Race, religion and nationality
• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org
• Tell Mama: www.tellmamauk.org
• Educate against Hate: www.educateagainsthate.com
• Show Racism the Red Card: www.srtrc.org/educational LGBT
• Barnardo's

LGBT
• Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm · Metro Charity:
www.metrocentreonline.org
• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
• Ending Violence Against Women and Girls (EVAW)
www.endviolenceagainstwomen.org.uk A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-genderrelated/preventingand-responding-sexual 12 Theeducationpeople.org
• Anti-bullying Alliance: advice for school staff and professionals about developing
effective anti-bullying practice in relation to sexual bullying:
www.antibullyingalliance.org.uk/tools-information/allaboutbullying/sexual-and-gender-related Note: Additional links can be found in 'Preventing and Tackling
Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying