



## Anti-Bullying Policy

**'Every Child, Every Chance, Every Day'**

<b>Reviewed By</b>	Eleanor Ruck	Policy Owner	October 2020
<b>Approved by</b>	Cate Gregory	Headteacher	October 2020
<b>Ratified by</b>	Sarah Horsfall	Governor	
<b>NEXT REVIEW</b>			October 2023

### Rationale

As a school, we aim to provide a safe, secure environment where all can learn without pressure. We believe that everyone has the right to be valued, cared for and feel safe within our school and wider community. We ensure that everyone is aware of how to keep themselves and others safe and are aware of the behaviour that is expected and acceptable (UNICEF Article 3).

Children are encouraged to behave well at all times, respecting others and observing the school rules (as set out in the Behaviour Policy). They are made aware of how to recognise when pressure from others (including people they know) threatens their personal safety and well-being and know how to use and develop effective ways of resisting pressure and know where to get help.

Constructive play is encouraged in the playground by all staff through:-

- Games marked out on the playground.
- Group games.
- Providing play equipment in active zone.
- Year 2 Sports leaders
- Lunchtime provision tailored specifically to support children.
- 

Good behaviour is rewarded in the classroom, at the end of lunchtime, around school and in the weekly "celebration" assembly.

### Definition of Bullying

We define bullying, in accordance with National and the Anti-bullying Alliance as:

**National:**

***"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"***

**Anti-bullying Alliance:**

***"Usually defined as behaviour that is repeated, intended to hurt someone either physically or emotionally and often aimed at certain groups. 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."***

Bullying is behaviour which can be defined as the repeated attack, physical, psychological, social or verbal on those who are powerless to resist, with the intention of causing distress for gain, gratification or impact. (UNICEF, Article 24).

The four key elements of bullying are:

- Hurtful
- Repetition
- Power imbalance
- Intentional

Bullying behaviour can be:

- Physical (Kicking and hurting)
- Verbal (Name calling, taunting, mocking, making offensive comments, spreading hurtful rumours)
- Emotional (Taking belongings or damaging)
- Sexual (Unwanted physical contact, abusive comments)
- Online/Cyber (Inappropriate messaging via any form of social media, including text messages)
- Indirect (Exploitation of individuals)

This policy links strongly with the schools Safeguarding Policy. As a school we recognise that children may be harmed/abused by other children or young people. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying, (including cyber bullying) and will use the school's anti-bullying procedures where necessary. Staff are trained by an accredited Stonewall Trainer, to tackle homophobia, biphobia and transphobia bullying in our school. However, there will be occasions when a child's behaviour warrants a response under safeguarding rather than anti-bullying procedures. Children and learners are protected and helped to keep themselves safe from bullying, homophobic behaviour, racism, sexism and other forms of discrimination. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect. Sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling of otherwise causing physical harm; upskirting, abuse within intimate partner relations, sexting and initiating/hazing type violence and rituals are recognised as other forms of peer on peer abuse. As set out in Part KCSIE Sept 2020.

What to look out for:

It can be hard for adults, including parents, to know whether or not a child is being bullied. A child may be too frightened to tell anyone in case the bullying gets worse or they might believe that they deserve, or are responsible for, the bullying that they have experienced. Bullying (cyber bullying) can affect a child's health, and it can cause emotional and behavioural problems. As it is often non-physical the effects may not be visible. However, there are several warning signs that you can look out for in their appearance and behaviour – although no sign indicates for certain that a child is being bullied (cyber bullied). These are set out below in the policy.

### **Aims and objectives**

This policy aims to produce a consistent school response to any bullying incident that may occur. We aim to teach those values, attitudes and skills which foster mutual respect and caring in children. We hope to create an open, but secure environment where incidents can be reported confidentially. We ensure that any pupil who may experience bullying is made to feel safe and secure and knows they will be heard and taken seriously (UNICEF, Article 13). This includes specific support that may be needed for vulnerable groups or individuals. As a staff we aim to protect all parties while the issues are resolved. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

All staff are responsible for:-

- Ensuring that pupils know they can confide in their teacher or a grown-up they trust.
- Showing pupils that bullying is taken seriously.
- Making pupils who are bullied feel safe in school.

THIS MAY NOT BE THE MOST RECENT VERSION OF THIS DOCUMENT IF YOU HAVE NOT ACCESSED IT DIRECTLY FROM OUR SCHOOL WEBSITE.

- Dealing immediately and sensitively with incidents of bullying.
- Teach pupils through PSHE and circle times to respect others feelings
- Providing opportunities for children to have 'bubble-time' and recording the 'bubble-time' in the appropriate folder.
- Providing all children involved in the incident with the opportunity to reflect on what happened and their feelings through restorative practise.
- Recording incidents as well as pupil/parental concerns on CPOMs.

\*see behaviour policy for more information

Head teacher, Deputy Head teacher or Year Leader (with support of PSHE lead if needed) will: -

- Inform parents and give them the opportunity to express their views about the situation.
- Work with parents and staff to resolve the problem in a positive manner.
- Advise parents on supporting their child.

The Head teacher and Class teacher & Class Teaching Assistant will:-

- Support all parties involved while the problem is being resolved.
- Encourage the pupil who bullies to modify their behaviour until it becomes acceptable.
- Provide follow up support for both parties and oversee modified behaviour.
- Inform key members of the school team in order to support / monitor behaviour of the child who is being bullied and the child who is bullying

Any adult in the school community who feels that they have become a victim of bullying should consult the Head of School or Chair of Governors.

### Tool kit for dealing with bullying behaviour

Any inappropriate behaviours that could be considered (as) 'bullying', will be taken seriously at all times. These will be reported in the following ways:

- Written or verbal communications from a child/parent
- Any adult working in school will record any observed or communicated behaviour on CPOMS or bubble-time record sheet

↓

If a member of staff recognises or has any concerns that bullying behaviour is taking place they will report it to the class teacher.

↓

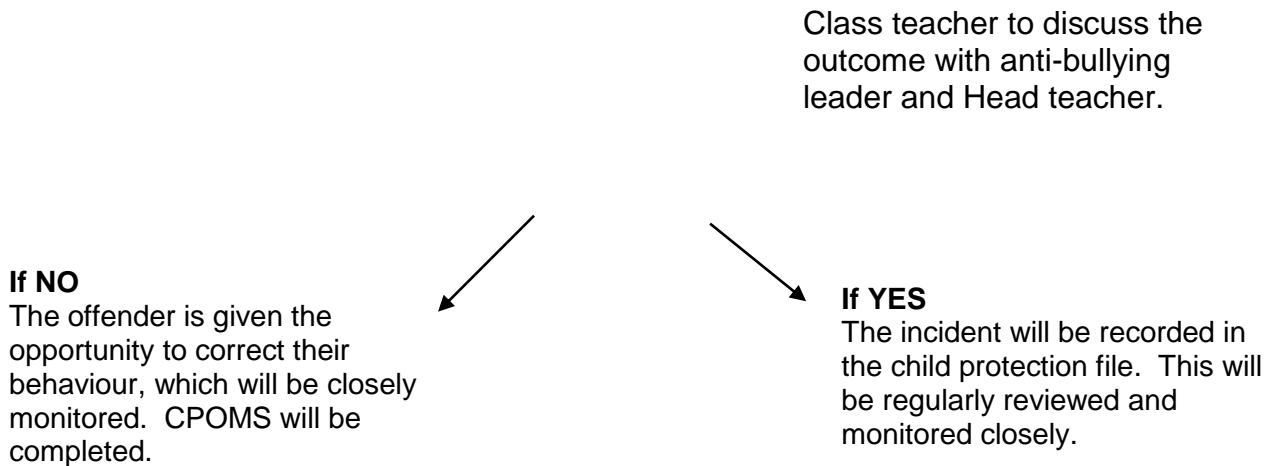
Teacher speaks to the child/children concerned through bubble-time to identify any concerns/worries.  
Teacher observes the children in classroom and playground. Record incidents/observations on CPOMS.

↓

Do you consider this incident as 'bullying'?  
*Consult with designated anti-bullying leader.*

**NO**  
Ensure the incident is recorded on CPOMS  
and regularly monitor the issue  
Give the child strategies to quickly  
Report further concerns, e.g bubble  
Time, picture care

**Yes**  
Child's class teacher speaks to all parties involved  
This is recorded on CPOMS.



## **This procedure will be followed for any school and outside incidents**

### **Reporting and recording incidents of bullying**

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. We have a responsibility to respond promptly and effectively to issues of bullying.

Children are aware of the different ways to report bullying. Children know that all adults in school will listen carefully and take their views seriously (UNICEF, Article 12). Children can communicate their concerns through their own ways, this could be speaking, asking for bubble time, drawing, and writing. We will encourage pupils to report bullying in confidence through;

- Bubble time – each child is encouraged share their worry with any adult within the school by asking for bubble time. Adults are very aware of our child protection policy and support the child/children sharing their worry and being able to pop their bubble afterwards. Referral could be made to the ELSA
- Restorative practice used with adults support to allow the children to talk through what has happened
- Playground friends and school council – these children are stationed in the playground during all playtimes and look out for children who may need them. Friendship groups are run throughout the week with children from Year 2 taking on the role to support children who need someone to play with. These opportunities can be outside in the playground or in a quieter environment.
- The Friendship Bench provides children with a space to communicate to others (children and adults) that they would like someone to play with or talk to.  
Bubble Time provides an opportunity for any child to talk to any adult they chose about a worry they have. There are bubbles located around the school for children to use to indicate that they would like some Bubble Time.

It is through these systems that pupils can easily have access to reporting routes. Therefore, they will have confidence that their concerns are heard and will be treated promptly and seriously, safe in the knowledge that action will not make the situation worse. Pupils know who will deal with their concerns and will have trust in adults and the school kit will be used by all staff.

We will keep records of bullying incidents to enable us to

- Manage individual cases effectively.
- Monitor and evaluate the effectiveness of the strategies.
- Celebrate the anti-bullying work of the school.
- Address and adapt areas of our PSHE planning.
- Address and adapt focus of Anti-Bullying week.

We promote an open and honest anti-bullying ethos through;

- The use of curriculum opportunities in Restorative practise, PSHE lessons and Rights Respecting Schools to draw out anti-bullying messages.
- Raising the awareness of the negative consequences of bullying, such as whole school assemblies and supporting the national anti-bullying weeks.
- Engaging pupils in the process of developing our anti-bullying policy.
- Allowing children to discuss their feelings at the time and reflect through restorative practise.

**Persistent serious offenders** will be taken to the Head teacher and again their parents informed.

As a last resort, on the very rare occasions where, in spite of all measures, a child does not respond the school will follow the procedures as laid down in the DFE circular of "Exclusions and the Education Act."

In extreme cases, when physical intervention might be needed to restrain a pupil from injuring themselves or others, causing damage to property, or disrupting good order and discipline, the school will follow procedures laid down in Section 550A of the Education Act 1996 "The Use of force to Control or Restrain Pupils".

**Staff member responsible for implementation and review:** Headteacher and PSHE Leader  
Government Documentation that supports school policy:

Preventing Bullying and Tackling Bullying	November 2014
Racist Bullying	May 2006
Cyberbullying	November 2014
Homophobic	January 2008
SEND	September 2014
Education & Inspections Act	2006
UNICEF, Rights of the Child	2017

All the Guidance booklets can be accessed via  
[www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Linked policies:

Behaviour  
Sex & Relationships  
Staff Conduct  
Whistleblowing  
Equalities  
Safeguarding Peer on peer abuse