

Sudell Primary School



Anti-Bullying Policy

Policy written by Pam Eyre (Vice Principal) December 2015

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Responsible person: Helena Lewis (Principal)

Chair of Governors: Phil Holden

Introduction

At Sudell Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

There is no legal definition of bullying but it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Sudell Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Rationale

The aim of the Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Our Anti- Bullying Policy should be read in conjunction with our school's Behaviour Policy and Safeguarding Children's Policy.

Aims

- All children feel safe, learn to play and enjoy the company of others
- All children to be treated fairly, with respect and dignity
- To listen carefully to what children have to say and to treat all children's accounts with due seriousness

The Nature of Bullying

What Is Bullying? Bullying is unprovoked and repeated. Bullying is the use of repeated aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying is not a fall out with a friend or a one off incident.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments, ‘sexting’
- Sexist, Transphobic, Homophobic - because of, or focussing on the issue of gender, sexuality
- Cyber - all areas of internet, such as email & internet chat room misuse
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Disability/SEN – because of, or focusing on a disability or special educational need
- Home circumstance – targeting individuals who are looked after children or because of a particular home circumstance e.g. same sex parents
- Mobile threats from text messaging & calls, misuse of associated technology, i.e. camera & video facilities
- Coercion/intimidation of a person who is more vulnerable

All pupils, parents and adults in the school should know that bullying uses verbal or physical behaviour with the intention to cause emotional or physical harm to another person. Any member of the school community can be a victim of bullying.

Bullying can be direct – physical or verbal. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances, gender or sexual orientation. Bullying can sometimes be unwitting, but the effect on the victim is still the same.

Research shows that name-calling is the most common direct form of bullying. This may be because of individual characteristics, pupils can be called unkind names because of their ethnic origin, nationality or skin colour, or some form of disability. Latest statistics regarding bullying show that cyber bullying is increasing among children. Where bullying is regarding race, the Reporting Racist Incidents Policy will also be adhered to.

Pupils’ understanding varies with age. Infants may confuse bullying with fighting and nasty experiences, generally, making it difficult to identify actual bullying. Older children tend to develop a more mature understanding.

Signs and Symptoms for Parents and Staff

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

- exhibits drastic changes in behaviour, temperament, happiness
- has a fear of walking to or from school
- begs to be driven/escorted to school

- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, distracted, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide/self-harm or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- unable to make eye contact
- becoming short tempered
- change in attitude to people at home
- gives improbable excuses for any of the above

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is and understand that we would not describe as bullying when two friends fall out, or a one-off argument/incident. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

At Sudell we emphasise the importance of how children are expected to;

- Be kind, helpful and polite to others
- Be respectful of others; their opinions, feelings and property
- Respect everyone's right to speak and to be heard
- Work in a way that avoids disturbing others
- Care for the school environment and those in it by being tidy, clean and organised
- Use materials and equipment responsibly and safely
- Move around the school and grounds safely and sensibly
- RRSA- children have rights but also responsibilities to not prevent others from their rights

Behaviour Policy

Our behaviour policy is based on:

- chances
- choices
- consequences

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Rights Respecting Schools Awards

As a school, we are working towards our Silver Award for RRSA. Children learn about their rights and therefore their responsibilities and putting them in to practice.

E.g. children have a right to an education but they do not have a right to take another child's education away.

Implementation of the Anti-Bullying Policy

Staff at Sudell may take all, or some of the following steps when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached. Suspected bullying will never be ignored. All incidents of bullying will be recorded on CPOMS, the school's monitoring program. This information is kept securely with adults requiring a username and password to record an event, only members of the Senior Leadership Team and our Home School Liaison Officer can access this information once recorded.
- CPOMS will also be used to record incidents for the following, which will aid the school in detecting patterns and cases of potential bullying before a situation worsens:

Absconding

Damage to Property

Discriminatory Behaviour

Friendship Issues

Hate – Disability

Hate – Race

Hate – Religion

Hate – Sexuality

Hate – Transgender Identity

Inappropriate sexually orientated behaviour

Not conforming to the rules

Peer Abuse

Physical Abuse

Racial Incident

Refusal

Serious Disruption

Sexist Incident

Theft

Verbal Abuse

All accounts will be carefully listened to in order to determine the nature of the incident.

- If the member of staff responding to the incident concludes, after investigation, that 'in all probability' bullying has taken place, the matter will be referred to a member of the Senior Leadership Team (most likely the Key Stage Leader)
- All staff who work with the children involved in any incidents of bullying will be kept informed
- Parents/carers will be notified (in the event of bullying) if the staff member has evidence that this is the case
- Incidents of bullying will be followed up repeatedly, checking bullying has not resumed (usually by the class teacher/s)
- All staff will sign an agreement which states they have read and understood the Anti-Bullying Policy and have had the opportunity to discuss it with their Key Stage Lead. All staff will also be provided with a short summary of this policy for easy reference

Pupils who have been bullied will be supported, by being offered an immediate opportunity to discuss the experience with a member of staff (usually the Behaviour Lead). The staff and school will; reassure the pupil, offer continuous support and restore self-esteem and confidence.

Pupils who have bullied will be helped by; discussing what happened, discovering why the pupil became involved, establishing the wrong doing and need to change and informing parents/carers to help change the attitude of the pupil.

If a child has been bullying, a hierarchy of sanctions will be followed. In some incidences, of very serious bullying, the Principal has the discretion to progress through the hierarchy of sanctions. The sanctions are as follows:

- Warn the child not to do it again and where possible, children to be involved in mediation with the Behaviour Lead
- If the incident is serious, or the child has repeated the behaviour after being warned, a telephone call will be made to their parents/carers, or a letter will be sent to their parents/carers. They will lose a privilege. This procedure will be dependent on the age of the child
- Parents/carers will be invited into school to discuss the incidents
- Parents/carers will be invited again to review progress and/or for a final warning before exclusion
- The Principal may make the decision to exclude the child immediately. The parents/carers then have a right of appeal to the Governing Body

Lesbian, Gay, Bisexual, Transgender +

LGBT+ persons and those perceived as LGBT+ are at an increased risk of being bullied. There are important and unique considerations for strategies to prevent and address bullying of LGBT+ persons. In Key Stage 2, the school uses video and lesson resources produced by Coram Life Education (SCARF) to support teachers in developing opportunities for children to consider these issues at an age appropriate level.

This can be seen in our RSE Policy.

Values

- We promote a healthy, safe and caring environment for all pupils and staff
- We foster good relations between anyone with a protected characteristic and those who do not share that characteristic this means for example, fostering good relations between those of different religious beliefs; between those who are disabled and those who are not; between those who may be or who have family members who are LGBT+ and those who are not

- We provide a broad and balanced curriculum for all our pupils and include references to all of the protected characteristics
- We promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community
- We prepare our pupils to confidently meet the challenges of adult life
- We provide good information and support to enable our pupils to make safe choices
- We promote an inclusive ethos and culture where respect is promoted and diversity and difference are recognised and celebrated

Our commitment to equality, diversity and community cohesion will be led by a nominated member of the Senior Leadership Team, working in partnership with a nominated member of the Local Governing Committee (Emmelia Taylor, Safeguarding Governor).

All members of staff are invited to contribute actively to equalities through pupil progress meetings, events, staff meetings, etc.

All children are invited to contribute actively through termly questionnaires and the School Council.

We will involve parents and carers through annual questionnaires; through the parent/carer represented on the Local Governing Committee and through parent/carer feedback at parents' evenings and informal discussions.

We will develop our engagement with the local community: for example inviting representatives from our local community into school to contribute to lessons and to help us to bridge any age-gaps in the community.

We will train all staff in issues of diversity and respect and ensure they are well-informed to provide information and guidance about each protected characteristics.

We will audit the curriculum biennially for coverage of issues of equality, diversity and respect for human rights, and ensure that all year groups explore these themes across a range of subjects. We will provide opportunities for students to meet people from other cultural, religious and social backgrounds, through taking part in trips and visits, meeting visitors to our school and participating in collaborative partnership projects.

Cyber bullying

Cyber bullying can take many forms for example:

- Sending threatening or abusive text messages or e-mails, personally or anonymously
- Making insulting comments about someone on a website, social networking site (e.g. Facebook) or online diary (blog)
- Making or sharing derogatory or embarrassing videos of someone via mobile phone or e-mail

Sudell Primary School does not allow pupils to use mobile phones during school hours. Staff usage of personal mobile phones is restricted.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school time the following procedures should be followed where appropriate:

- Advise the child not to respond to the message
- A reminder of E-Safety (Zip It, Block It, Flag It)
- Secure and preserve any evidence
- Inform the sender's e-mail service provider- if appropriate inform CEOP
- Notify parents/carers of the children involved
- Consider informing the police depending on the severity or repetitious nature of offence

As part of the curriculum, we teach children how to keep safe when using technology, what cyber bullying is and what they should do if it happens to them. Staff also receive training on the subject of e-safety.

Involving Parents/Carers

As stated in our behaviour policy, parents/carers are informed on a need to know basis. In the event of bullying, all parents/carers must be informed, from both parties.

Parental support is one of the keys to the success of our Anti Bullying Policy. We aim to consult and communicate with parents/carers regularly through newsletters, leaflets, questionnaires, parent consultations etc.

Any communication with parents/carers is recorded on CPOMS.

What should Parents/Carers do if they feel their child is being bullied?

Any parent/carer contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent/carer is the child's class teacher.

The class teacher will take the following steps:

- Recognise that the parent/carer may be angry or upset
- Keep an open mind – bullying can be difficult to detect, so a lack of staff awareness does not mean that no bullying has occurred
- Make it clear that the school does care and that appropriate action will be taken
- Explain the agreed school procedures and policy and ensure these are followed

If a parent/carer does not feel that the situation has been dealt with adequately by the class teacher then the next stage of the procedure is to contact the Key Stage Leader.

Strategies in School to Prevent Bullying Behaviour

- Quality First Teaching ensures that a safe and respectful environment is created in the classroom
- Making clear links between our Anti-Bullying Policy, Behaviour Policy and Safeguarding Children's Policy
- Children are taught to inform an adult immediately, if any event of bullying occurs
- Children are taught to differentiate between bullying and falling out
- Record incidences of bullying and falling out on CPOMS
- Effective communication between class teachers, SLT and Home School Liaison Officer
- Listening carefully to pupils and providing opportunities for them to express views and opinions, for example during circle time
- Multi agency work – working with social services, police etc.
- Involving parents/carers and the wider community
- Within the curriculum the school will raise the awareness of the nature of bullying in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Events such as Anti-bullying week and E-Safety Week are also held

- Pupil Surveys
- Including all staff in training
- Included in induction packs
- Teaching children to say 'no' when appropriate or to get help

Monitoring, evaluation and review

The school will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Related Policies

- Code of Conduct Policy
- Internet Safety Policy
- Safeguarding Policy
- Child Protection Policy
- Behaviour Policy

APPENDIX A

Sudell Primary School



SUMMARY OF ANTI- BULLYING POLICY

Please keep this summary for easy reference. For more detail refer to the full policy.

Aims of the policy

- All children feel safe, learn to play and enjoy the company of others
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- All accounts will be carefully listened to in order to determine the nature of the incident
- The Principal, or another senior member of staff, will be involved, with all pupils concerned, and record the incident and outcomes (in the event of bullying) on CPOM's
- All staff who work with the concerned children to be kept informed
- Parents/carers to be notified (in the event of bullying) - if the staff member has evidence that this is the case
- Incidents of bullying to be followed up repeatedly, checking bullying has not resumed
- All staff will sign an agreement which states they have read and understood the Anti-Bullying Policy and have had the opportunity to discuss it with their Key Stage Lead

If a child has been bullying, a hierarchy of sanctions will be followed. In some incidences, of very serious bullying, the Principal has the discretion to progress through the hierarchy of sanctions. The sanctions are as follows:

1. Warn the child not to do it again and where possible, children to be involved in mediation with the Behaviour Lead
2. If the incident is serious, or the child has repeated the behaviour after being warned, a telephone call will be made to their parents, or a letter will be sent to their parents/carers. They will lose a privilege. This procedure will be dependent on the age of the child
3. Parents/carers will be invited into school to discuss the incidents
4. Parents/carers will be invited again to review progress and/or to for a final warning before exclusion
5. The Principal may make the decision to exclude the child immediately. The parents/carers then have a right of appeal to the Governing Body

Sudell Primary School does not allow mobile phone usage during school hours.

If a bullying incident directed at a child occurs using email or mobile phone technology either inside or outside of school, please refer to the full policy on procedures to follow.

Children will be given lessons on how to keep safe when using technology, what cyber bullying is and what they should do if it happens to them. Staff will also receive training on the subject of e-safety.

What should parents/carers do if they feel their child is being bullied?

Any parent contacting the school with a particular concern will always be taken seriously. The first point of contact for the parent/carer is the child's class teacher.

The class teacher will take the following steps:

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