

Anti-Bullying Policy

Summer 2024

Unlocking Every Child's Potential as a unique child of God

Agreed by staff: April 2024

Ratified by Governing Body: April 2024

Review Date: Summer term 2027

Aims of this policy

We are committed to:

- respecting every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- respecting every individual's feelings and views.
- recognising that everyone is important and that our differences make each of us special.
- showing appreciation of others by acknowledging individual qualities, contributions and progress.
- ensuring safety by having rules and practices carefully explained and displayed for all to see.
- working together to stop bullying – the school staff member, the parent/carer, the child.
- the early identification of bullying and prompt, collective action to deal with it.

Bullying

Bullying is defined as: "The **repetitive, intentional** hurting of one person or group by another person or group, where the relationship involves an **imbalance of power**" [Kidscape 2016].

Bullying can be fuelled by prejudice we work hard to create a culture where prejudice and hatred is not accepted. Under the Equality Act 2010 we work hard to eliminate any discrimination or harassment behaviours that are disablist, racist, faith targeted, homophobic, transphobic, and racist.

- **Verbal bullying:** repeated, negative use of speech or verbal gestures to intentionally hurt others. This could be using unkind words, discriminatory or offensive language or swear words.
- **Physical bullying:** repeated, negative use of body contact to intentionally hurt others. This could be kicking, punching, slapping, touching without consent or spitting.
- **Indirect bullying:** repeated, negative use of actions, which usually takes place behind someone's back or through a screen to negatively hurt others. This could be spreading rumours, purposefully excluding another person, damaging or stealing their property or cyber bullying.

Unacceptable behaviours that can turn into bullying if persistent include:

- physical pushing, kicking, hitting, pinching etc.
- name calling, sarcasm, spreading rumours, teasing and emotional torment through ridicule, humiliation and the continual ignoring (or excluding) of individuals.
- racial taunts, graffiti, gestures.
- sexual comments and/or suggestions, including homophobic language or suggestion.
- 'cyber bullying' via electronic communication.
- unwanted physical contact.

Bullying is not:

- teasing and banter between friends without intention to cause hurt.
- falling out between friends after a quarrel or disagreement.
- behaviour that all parties have consented to and enjoy (though coercion can be very subtle).

Safeguarding children and young people

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an

issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

We take bullying extremely seriously, and understand that bullying can be a form of peer-to-peer abuse.

Full details can be found in Part 1 of Keeping Children Safe in Education.

Prevention and proactive strategies

Research shows us that bullying is a social process that relies on the silence of the crowd. Therefore, proactive work that is undertaken with the whole school/every child can help to reduce the number of bullying incidents, and increase the likelihood of the targets of bullying being supported and the bullying being reported.

Assemblies/raising awareness

Using assembly and curriculum time or flexible/special days to raise awareness of bullying, or to focus on a value or skill that helps to prevent bullying is seen as highly beneficial to the whole school community. This time is used to reinforce codes of conduct and policies, as well as celebrating success and emphasising the importance of cooperation and inclusion. We always celebrate, and take part in, anti-bullying week in school.

Prevention

We have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave.

We will be proactive in using strategies to help children prevent bullying. This list is not exhaustive, but this could include:

- vigilance by all adults and children in the school.
- a shared understanding of the signs and symptoms that indicate someone may be experiencing bullying.
- adults setting an example by modelling positive relationships and practicing good manners.
- writing a set of school or class rule.
- clear guidance for staff and pupils on appropriate physical boundaries and education for all ages on consensual touch.
- signing a behaviour contract.
- Behavior plans for individual children.
- following suggestions in the PSHCE unit "Me and Keeping Myself Safe".
- writing stories or poems or drawing pictures about bullying.
- reading stories about bullying or having them read to a class or assembly.
- having discussions about bullying and why it matters.
- inviting external groups to talk about bullying.
- external support where needed.

Improving the school grounds

We monitor bullying behaviour. We look to see if there are hot spots for bullying behaviour or there are peak times for anti-social behaviour. If this arises, then improving the grounds, developing greater ownership over the environment and providing more stimulating and varied activities will take place to help reduce bullying behaviours.

Our outdoor environment provides a range of activities, opportunities, and places for games and discussion. By having a broad range of equipment in our environment, each child can find an area that is of interest to them, promoting inclusion.

We have a 'Peaceful Patch' which is a quiet space with benches and an outdoor shelter that is emphasised as being a welcoming place for sitting and talking.

Outdoor activities encourage interaction between children and the development of social skills. These are led by trained peer mentors/play leaders and adults.

The school ground constitutes an important site where children learn how to engage with one another and learn how to manage some of the risks associated with physical activity.

Playtimes

Midday supervisors have an important role in supporting anti-bullying in our school. They are actively involved in decision-making and the implementation of the anti-bullying policy. They have appropriate training in encouraging positive behaviour and cooperative play, as well as in how to appropriately respond to incidents of bullying.

Support to the child

- Children know that all staff will listen to and support them. Staff have Child Protection guidance to inform their handling of reporting, disclosures and observed concerns.
- Children have access to Helpline numbers.
- Children are told what is being recorded, in what context and why.
- Children wishing to talk about bullying or any other issue that affects them are encouraged to do so. Any barriers to talking openly that exist need to be broken down to enable children to approach adults.
- Anyone who reports an incident of bullying will be listened to carefully and supported, whether it's the child being bullied or the child who is bullying.
- Any reported incident of bullying will be investigated objectively, which will involve listening carefully to all those involved.
- Children being bullied will be supported and assistance given to uphold their right to play and live in a safe environment that allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying through the Support Group Approach (see below).

Procedures

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

All members of the community can report bullying.

1. Report incidents to the class teacher.
2. All incidents will be discussed with the child who is distressed to ascertain what the next intervention should be.

3. In cases of bullying, the incidents will be recorded by staff and/or passed on to the SLT (Designated Safeguarding Leads).
4. All incidents will be recorded on CPOMs and monitored closely by SLT.
5. The Support Group Approach will be initiated and monitored – see below. This is a ‘no blame’ approach, therefore the parents of the children involved may/may not be involved.
6. If the child is not able to participate in the support group approach, then other strategies will be put in place and discussed with the teacher, parents and leadership team in school.
7. Should any initial approach be unsuccessful, the parents of the child who is bullying will be involved in future actions. At this time, an agreed approach, in partnership with parents will be followed. This may involve referral to outside agencies. The priority will be to keep the target child safe, therefore the bully will be fully monitored to ensure this occurs.
8. Regular meetings with all involved will take place to monitor how successful the intervention has been. Action plans and targets will be set and recorded if necessary.
9. If necessary and appropriate, exclusion procedures would be followed.

Parental Involvement:

We involve parents to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child. We expect parents/carers to reinforce the value of good behaviour at home and support school decisions. We encourage strong communication between school and home as this is the best way to ensure all children are safe and happy in school.

We do not discuss strategies, consequences or punishments of children with anyone but their own parents/carers. Parents of children who are the target of a bully, will not know the support or consequence in place for the child who is the bully.

Criminal law:

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

If school staff feel that an offence may have been committed, they should seek assistance from the police.

Bullying which occurs outside school premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises and when the pupil is under the lawful control of school staff.

The Support Group Approach

The Support Group Approach, or Shared Group Response, was developed by George Robinson and has been adapted by many anti-bullying organisations. In a school context, it empowers children to change their behaviour and make decisions with low level input from a facilitator (a teacher or other adult).

Facilitators have support and training in this approach and are willing to be an objective facilitator. The target of the bullying needs to agree that this is the appropriate way forward for them. If a child does not agree, they are then deemed to be accepting of the situation and not wishing to change. If a child prefers to be unsafe rather than solve the problem, this would indicate different emotional needs and additional external support would be found, in liaison with the Inclusion Leader and parents/carers.

Step One: The facilitator talks to the child who has been bullied. They can help the child record his or her feelings through drawing, poetry or by talking.

Step Two: The facilitator meets with the group of children that includes the named perpetrators. The group also includes some bystanders and some peers who are positive role models but not the target. We recommend about 8 children in total.

Step Three: The facilitator tells the group how the target child feels, sharing the expressed views of the target child. No accusations are made.

Step Four: Each member of the group is asked for ideas about how to help the target child feel happier. No prompts are given; the suggestions are accepted by the facilitator.

Step Five: The facilitator passes responsibility to the group to solve the problem, facilitating an agreed approach including actions and recording on the 'Record of Action Taken' form [see Appendix]. He/she arranges to meet the group again in about a week, or sooner, as agreed by the group.

Step Six: The facilitator meets with the group and the target child separately, after a chosen time, to monitor the situation and to celebrate successes. This meeting may need to be repeated if the target child still feels there is an issue.

The key to the success of this approach is the dynamics of the chosen group and the monitoring of the situation. This approach ensures the safety of all concerned by allocating no accusation or blame to anyone but allowing everyone to take responsibility for improving the situation.

The advantages of this approach are that it empowers children to take responsibility for changing the behaviour of the group.

Research shows a high success rate in stopping bullying behaviour in the early stages.

Monitoring

This policy will be monitored by the Safeguarding Lead Governor (SLG) and reported to the Trust Board and Local Board of Governors. Incidents of alleged bullying will be discussed confidentially with the SLG, the policy and practice will be reviewed at least annually and modified at least annually and as required.

Useful contacts

Childline - 0800 1111 www.childline.org.uk

NSPCC Helpline - 0808 800 5000

Kidscape - 020 7823 5430 www.kidscape.org.uk/advice

Where to get help and advice

There are lots of organisations that provide support and advice if you're worried about bullying:

- [Anti-Bullying Alliance](#)
- [Bullying UK](#)
- [Childline](#)
- [The Diana Award](#)
- [Internet Matters](#)
- [Kidscape](#)
- [The UK Safer Internet Centre](#)
- [UK Council for Child Internet Safety \(UKCCIS\)](#)

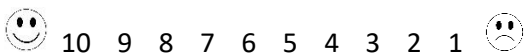
DfE advice and guidance

- The Children's Act 1989; 2004
- Section 89, Education and Inspections Act 2006
- The Equality Act 2010: Equality duty 2011
- OFSTED Schools Inspection Guidance 2015
- The Communications Act 2003
- https://assets.publishing.service.gov.uk/media/625ee64cd3bf7f6004339db8/Preventing_and_tackling_bullying_advice.pdf

Monitoring interviews with targeted pupil

Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		
Date:	Monitored by:	Further action taken:
Feelings:		
Impact:		

Targeted pupil's reported feeling of safety after Support Group intervention:



10 being 'very safe' and 1 being 'very unsafe'