



**Stogursey C of E
Primary School &
Pre-school**



ANTI-BULLYING POLICY

Approved by: G Tucker

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Last reviewed on: 1.11.20

Next review due by: 1.11.21

Stogursey CE Primary School Anti-Bullying Policy

Purpose/Aim

The aim of the anti-bullying policy is to both **prevent** and **resolve problems** with bullying so as 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. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

The school's vision is around enabling all individuals to grow. If a child is bullying another, then them and the victim will not be able to grow in knowledge and character. This policy is also in line with our behaviour policy which is inclusive and recognises that children make mistakes both in learning and with their behaviour. This anti-bullying policy aims to complement the staged, scripted approach set out in the behaviour policy but also, aims (where appropriate) to bring about resolution through a restorative conversation, rebuilding relationships damaged through suspected bullying or other method. This is in line with our Church ethos rooted in forgiveness.

Despite this, it also demonstrates that the school is serious about bullying in all forms and will not tolerate or facilitate it existing in our school.

Bullying will not be tolerated at all at Stogursey C of E Primary School.

Statutory duty of schools

Effective anti-bullying strategies should form part of a school's discipline and behaviour policy. Headteachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parent and pupils.

Policy

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can instigate bullying. The nature of bullying is changing and evolving as technology develops

All bullying usually has the following four features:

1. It is repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating. This is particularly the case with racist bullying (see appendix 3).
2. It is intentionally harmful – though occasionally the distress it causes is not

- consciously intended by all those who are responsible
3. It involves an imbalance of power, leaving someone feeling helpless to prevent it or put a stop to it.
 4. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

The following points are also relevant:

- A large part of the motivation is to demonstrate power by creating fear and to gain a sense of being 'respected' by peers.
- It often happens that young people who engage in bullying have themselves been bullied in the past. Further, they may feel powerless in their current circumstances and are compensating for this by intimidating, or trying to intimidate others.
- Bullying can be painfully obvious, but also can be surreptitious and subtle, and difficult to prove.
- Direct physical bullying and threats of physical bullying are more often used by boys, whereas exclusion from friendship groups is more common among girls. In recent years, however, there has been an increase in violence amongst girls.
- Bullying can be perpetrated by an individual, one-on-one, or by a group on one individual or by a group on another group.
- Bystanders often show tacit acceptance or approval, and in consequence they are seen by people at the receiving end as part of what they are up against.
- Bullying within a school is sometimes directly related to, and a consequence of, tensions and feuds within and between groups, families and communities in the local neighbourhood.

Introduction

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self esteem, depression, anxiety, self harm and sometimes even suicide. The emotional distress caused by bullying in any form can prejudice school achievement, lead to lateness or unauthorised absence and, in extreme cases, end with attempted suicide.

The three main types of bullying are:

- physical (eg, hitting, kicking, theft)
- verbal (eg, name calling, racist remarks)
- indirect (eg, spreading rumours, excluding someone from social groups)

Methods of bullying can include the following:

Name calling; taunting; mocking; making offensive personal comments; threatening; intimidating; creating situations in which someone is humiliated, or made to look ridiculous, or gets into trouble; playing tricks and pranks; spitting; kicking; hitting; pushing and jostling; hiding, damaging or taking belongings; sending malicious text messages, emails or photographs;

gossiping; excluding people from groups, games or social occasions; and spreading hurtful and untruthful rumours.

Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

We are alert to the possibility that bullying, whether by violence, intimidation, racial harassment or verbal abuse, may occur. There is no doubt that such behaviour causes great unhappiness to the child who is the victim.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy. If bullying is detected it will be dealt with immediately. The child/children involved will be made aware that bullying is an unacceptable, uncaring and anti-social way of treating other people. Agreed procedures for managing pupil behaviour will then be followed.

Responsibilities

It is the responsibility of:

- o The Head of School to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- o Governors to take a lead role in monitoring and reviewing this policy.
- o All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- o Parents/carers to support their children in following the policy and work in partnership with the school.
- o Pupils to abide by the policy.

Preventing Bullying in our School

1) Environment

The whole school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.

- o Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer-on-peer abuse).
- o Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- o Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked-after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- o Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- o Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- o Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- o Actively create "safe spaces" for vulnerable children and young people.
- o Celebrate success and achievements to promote and build a positive school ethos.
- o Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when in the village or online, etc.
- o Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- o Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

1) Education and Training

The school community will:

- o Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.

- o Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- o Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- o Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

3) Involvement of pupils

- We will:

- o Involve pupils in policy writing and decision making, to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
- o Regularly canvas children and young people's views on the extent and nature of bullying through termly pupil voice surveys with a focus on behaviour.
- o Regularly ensure children understand what bullying is and what it is not.
- o Ensure that all pupils know how to express worries and anxieties about bullying.
- o Ensure that children realise that freely using the term 'bullying' inter-changeably with conflict makes the seriousness and believability of bullying lose its effect.
- o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- o Utilise pupil voice in providing pupil led education and support through RSHE work and the SMART School Council's work
- o Publicise the details of internal support, as well as external helplines and websites.
- o Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

4) Involvement and liaison with parents and carers

- We will:

- o Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- o Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- o Ensure all parents/carers know who to contact if they are worried about bullying

and where to access independent advice.

- o Regularly educate parents/ carers to understand what bullying is and what it is not.

- o Work to ensure that parents/ carers realise that freely using the term 'bullying' inter-changeably with conflict makes the seriousness and believability of bullying lose its effect.

- o Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- o Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

- o Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Resolving problems with bullying- procedure

It is this school's policy to use the following checklist in dealing with bullying, remembering that in dealing with the victim it will be necessary to involve the parents.

Schools

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Head of School
- The Head of School/ Senior Teacher will interview all concerned and will record the incident
- Class teachers will be kept informed and if it persists all other teachers will be informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- Alongside punitive measures, a behaviour plan will be drawn up with all concerned with timescales and support agreed.

Pupils

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- providing a safe area where the child feels able to talk
- recording what happened
- giving clear advice on how to react/report incidents
- reassuring the pupil
- offering continuous support

- restoring self-esteem and confidence
- keeping parents informed
- following up the child's and/or parents' concerns
- handling any confidential information with sensitivity
- Offering a chance of a restorative conversation if appropriate

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- gathering evidence, ensuring that all sides are listened to carefully
- establishing the wrong doing and the need to change
- offering a chance to engage in a restorative conversation with the victim if deemed appropriate.
- reporting the incident to the Head of School/Senior Teacher
- informing parents or guardians to help change the attitude of the pupil

The Head of School may:

- Discuss with parents
- Discuss the incident with a co-Chair of Governors
- Use exclusion procedures
- Involve outside agencies

The following disciplinary steps can be taken:

- official warnings to cease offending
- detention
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in RSHE lessons, Learning Expeditions, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. All incidents will be recorded on an Incidents of Bullying Sheet

Bullying outside the school's premises

The school is not directly responsible for bullying off the premises. A great deal of bullying takes place outside the school gates, and on journeys to and from school. The bullying may be by pupils of the school, or pupils of another school, or people not at school at all.

However, it is this school's policy to encourage the pupils not to suffer in silence. Where a pupil tells of bullying off the school's premises, a range of steps could be taken:

- Talk to the local police about problems on local streets (if necessary seek

- a police presence at trouble spots)
- Talk to the Head of another school whose pupils are bullying off the premises
- Talk to pupils about how to avoid or handle bullying outside the school premises

Monitoring and Review

Records of bullying will be monitored by the policy holder three times a year and will inform annual review. The implementation of this policy will be monitored by the Head of School. This policy will be updated in line with new initiatives together with any streamlining of school processes. The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Appendix 1

Bullying

Don't suffer in silence – information for pupils

Bullying is when over a period of time a person or group of people makes you feel:

- 'badly different', alone, unimportant and/or undervalued
- physically and /or mentally hurt or distressed
- unsafe and/or frightened
- unable to do well and achieve
- unable to see a positive future for yourself

If you are being bullied;

- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away

After you have been bullied;

- Tell a teacher or another adult in school
- Tell your family
- If you are scared to tell an adult by yourself, ask a friend to come with you
- Keep speaking up until someone listens and does something to stop the bullying
- Talk to a friend
- Don't blame yourself for what has happened

When you are talking to an adult about bullying, be clear about;

What has happened to you

How often it has happened

Who was involved

Who saw what was happening

Where it happened

What you have done about it already

If you find it difficult to talk to anyone at school or at home, ring Childline, Freephone 0800 1111, or write, Freepost 1111, London N1 0BR

The phone call or letter is free. It is a confidential helpline.

Appendix 2

Bullying

Don't suffer in Silence – Information for parents and Families

Every school is likely to have some problem with bullying at one time or another. Every school must by law have an anti-bullying policy, and use it to reduce and prevent bullying as many schools have already successfully done.

Parents and families have an important part to play in helping schools deal with bullying

Bullying behaviour includes:

Name calling and nasty teasing

Threats and extortion

Physical violence

Damage to belongings

Leaving pupils out of social activities deliberately and frequently

Spreading malicious rumours

First, discourage your child from using bullying behaviour at home or elsewhere. Show how to resolve difficult situations without using violence or aggression.

Second, ask to see the school's anti-bullying policy. We have an anti-bullying policy which sets out how we deal with incidents of bullying. You have a right to know about this policy which is as much for parents as for staff and pupils.

Third, watch out for signs that your child is being bullied, or is bullying others. Parents and families are often the first to detect symptoms of bullying. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how breaktimes and lunchtimes are spent; and whether your child is facing problems or difficulties at school. Don't dismiss negative signs. Contact the school immediately if you are worried.

If your child has been bullied:

- Calmly talk to your child about it
- Made a note of what your child says – particularly who was said to be involved; how often the bullying has occurred; where it happened and what has happened
- Reassure your child that telling you about the bullying was the right thing to do

- Explain that any further incidents should be reported to a teacher immediately
- Make an appointment to see your child's class teacher
- Explain to the teacher the problems your child is experiencing

Talking to teachers about bullying

- Try to stay calm – bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of the incident
- Be as specific as possible about what your child says has happened – give dates, places and names of children involved
- Make a note of what action you and the school intends to take
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school – let them know if things improve as well as if things continue

If you think your concerns are not being addressed;

- Check the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with parent governors
- Make an appointment to meet the Head of School, keeping a record of the meeting
- If this does not help, write to the Co-Chairs of Governors explaining your concerns and what you would like to see happen
- Contact local or national parent support groups for advice
- Contact the Director for Children's Services Somerset, who will be able to ensure that the Governors respond to your concerns
- Contact the Parentline Plus helpline for support and information
- In the last resort, write to the Secretary of State for Education and Employment

How parents can deal with a child who is bullying other children:

Many children may be involved in bullying other pupils at some time or other.

Often parents are not aware. Children sometimes bully others because:

- They don't know it is wrong
- They are copying older brothers or sisters or other people in the family that they admire including non-family members
- Their friends encourage them to bully
- They are going through a difficult time and are acting out aggressive feelings

To stop your child bullying others:

- Talk to your child, explaining that bullying is unacceptable and makes others unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how to join in with other children without bullying

- Make an appointment to see your child's class teacher, explain to the teacher the problems your child is experiencing; discuss with the teacher how you and the school can stop them bullying others
- Regularly discuss with your child how things are going at school
- Give your child lots of praise and encouragement when they are cooperative or kind to other people

Appendix 3

Bullying around Racism, Religion and Culture

Five Key Principles

1. Acknowledge that racism exists in wider society, and that it can lead to racist bullying in schools

- Take the results of research and what pupils are telling you very seriously
- Make sure that the school records, reports and takes action on racist incidents. Include bullying in school self-evaluation, audits, monitoring and pupil and parent surveys. Analyse trends and use the information to inform planning.
- Bear in mind that some pupils have the constant experience of racism and bullying outside school, and that they may be affected daily by racist graffiti, name calling or intimidation on their journeys to and from school.

1. Let the pupils know where you stand

- Make sure that pupils know you will not tolerate racism or bullying and that you will always deal with it
- Be approachable, available and askable
- Reinforce this principle through displays, newsletters, noticeboards and published information to parents and pupils

2. Listen to children and young people

- Never dismiss their experiences of bullying and racism, or put them down as unimportant. Acknowledge their feelings
- Give them enough time to tell you everything they need to. It is often difficult for a hurt person to talk about what has happened to them. If a witness or a participant in the bullying is willing to talk to you, that child will also need enough time to explain and to be heard.
- Cultivate the environment of the 'listening school'
- Ensure the school community – staff, students, parents, governors – have a shared clarity of understanding about the nature of racist bullying and where the school stands on the issue
- Provide training and professional development through courses, meetings policies and classroom activities
- Establish shared responsibilities and strong leadership. Countering racist bullying is the responsibility of the whole school community and everybody must know what their role is

- Involve and empower parents

1. Involve children and young people in situations

- Children and young people have substantial insight into their experiences and ethos of their peers. They also have a sense of what works. Profit from and use their expertise.
- Involve and empower children and young people, through individual and group activities and through structures such as school councils.

5. Implement strategies for both prevention and intervention

- Ensure that the school ethos is inclusive, and that the school community feels safe, valued and respected.
- Ensure that the school community is inclusive, and that the PSHCE curriculum addresses issues of racism and bullying
- Ensure that the school's policies for bullying and discipline cover the procedures for addressing racism and bullying
- Never turn a blind eye to an incident, or consider it too insignificant to follow up. Always take action when an incident occurs, using the most appropriate of a range of strategies.

Support for those at the receiving end of racist bullying in the short term

- Accept the pupil's account of the incident and provide solidarity and support. Racist bullying can be devastating and traumatic and the pupil may need a space to think aloud and to express their feelings
- Do not make light of the incident with remarks like 'the people who did this didn't mean to give offence', and do not minimise its importance by suggesting that there may have been a misunderstanding. The fact is that offence was caused and the pupil who has been hurt or wronged needs support and understanding.
- Confirm that it was right for the pupil to approach you and inform you
- Ask what action the pupil would like to take place. For example, if they would like the matter to be taken up with the Head of School and senior management team, and /or whether they would like a personal meeting with the pupil responsible for the bullying, with a teacher present, to explain the hurt they have experienced.
- Inform and involve parents
- Stress that they are not themselves the cause of the bullying. This is very important, for otherwise there is a danger that they will internalise the insults they have received.
- Seek to instil pride in their heritage, colour and background.
- If they were witnesses to the incident, as is likely, ensure they know that your sympathies are with the pupil at the receiving end of racist bullying, and in no way with those who are responsible for it.

In the longer term

The school should make it clear, through the curriculum and ethos, that it values

and has high expectations of all pupils. It is essential that pupils who engage in racist bullying do not imagine for one moment that the school supports them.

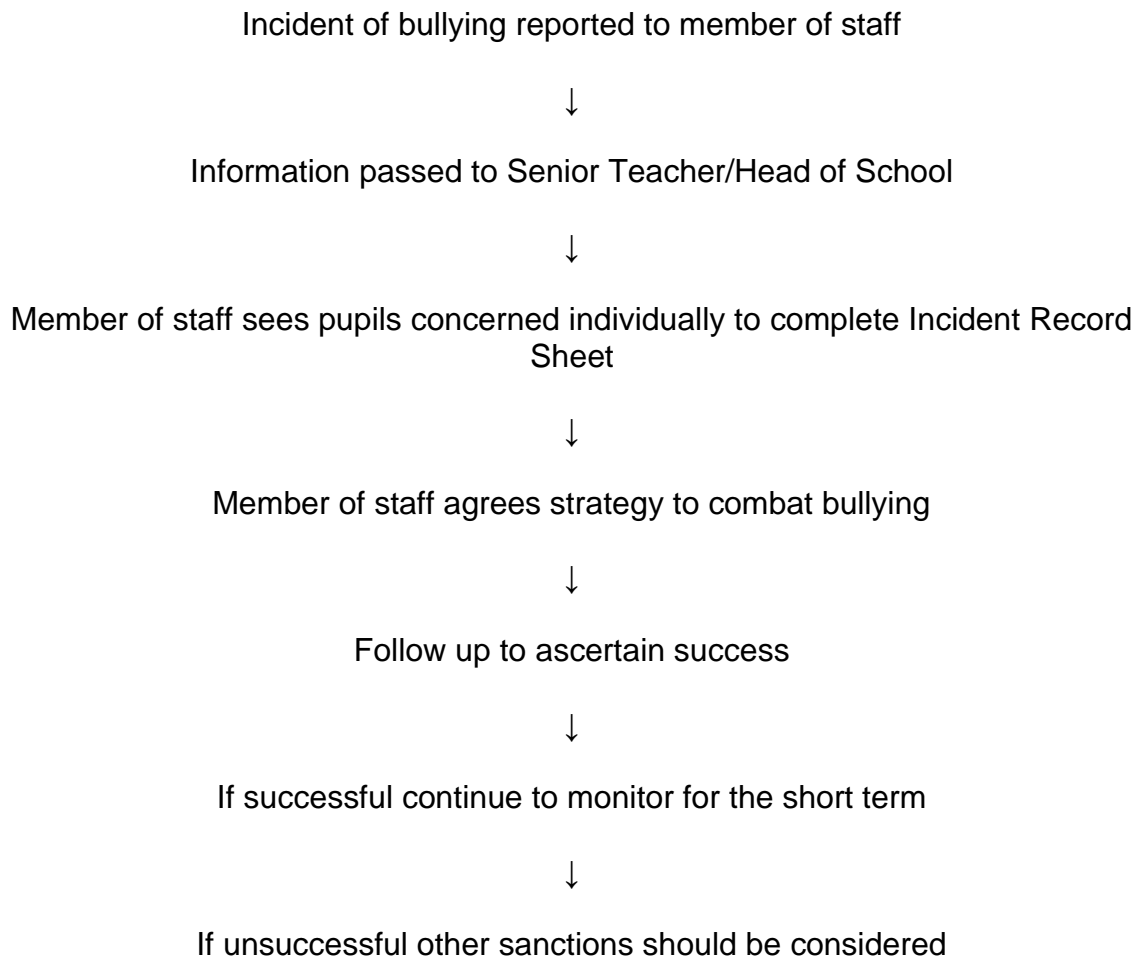
Supporting Parents

Pupils rightly and understandably look to their parents for support. Parents, for their part, may request advice from their child's school. Points for parents in DfEs guidance are set out at the Parentscentre website:

[h tp://www.parentscentre.co.uk/bullying](http://www.parentscentre.co.uk/bullying)

Appendix 4

Flow chart to show how an incident of bullying is reported and dealt with



Appendix 5

Bullying – a charter for action

Stogursey Church of England Primary School is working with staff, pupils and parents to create a school community where bullying is not tolerated

Our school community

- ❖ Discusses, monitors and reviews our anti-bullying policy on a regular basis
- ❖ Supports staff to identify and tackle bullying appropriately
- ❖ Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively
- ❖ Reports back quickly to parents/carers regarding their concerns on bullying
- ❖ Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the
- ❖ LA and relevant statutory/voluntary organisations when appropriate.

Appendix 6

Bullying Incident

SECTION A: ALLEGED BULLYING INCIDENT				
Target Name(s)		Age	Year group	Class
Ethnicity	Gender	M / F	SEN Stage	
Home language	looked-after child Y / N		young carer Y / N	
Member of staff to whom the incident was reported				
Date of incident				
Time of incident				
Location of incident				
Target's Account / Concern of parents/carers				
Alleged perpetrator(s):				
Name(s)		Age	Year group	Class
Nature of incident including details of any injury or damage to property, etc				
Circle any elements that apply:				
Form: Physical	Verbal	Indirect	Cyberbullying	
Type: Race/religion/culture	Sexual/sexist/transphobic	Homophobic	SEN/disability	
Home circumstances	Gifted/talented	Health conditions	Other	
Parents/carers of alleged target(s) informed:				
Date		Time		

Report Form - Logging information

SECTION B: ACCOUNTS OF THOSE INVOLVED

Alleged perpetrator(s) account of the incident

Name(s)	Age	Year group	Class

Bystanders'/ witnesses' accounts of the incident

Name(s)	Age	Year group	Class

Parents/carers of alleged perpetrators informed:

Date

Time

SECTION C: ACTION TAKEN

Details of immediate action taken

Monitoring of action taken and details of follow up and longer term action taken

Racist, homophobic and disability – related incidents

Note: In QET, schools submit termly reports of racist, homophobic and disability-related incidents electronically through the Head of School's report to Local Governance Committee which is sent through to the CEO, Karen Canham. These incidents include racist, homophobic and disability bullying.