



Anti-Bullying Policy

Rationale

At Stopsley Community Primary School and Nursery, we are committed to our HEART values (Hope, Enjoy, Achieve, Responsibility and Togetherness) and believe that school should be a safe place for everyone. We strive to provide a supportive and secure environment where our pupils:

- Develop self confidence
- Achieve and succeed
- Develop positive relationships
- Know how to access support mechanisms
- Develop resilience

We believe that coming to school should be something to look forward to and not something to fear; children who feel safe in a positive learning environment attend school regularly and are more able to learn effectively. As a result, they are more likely to reach their full potential and benefit from the opportunities of education. As such, we take all allegations of bullying seriously and believe that bullying of any kind is unacceptable and is not tolerated at Stopsley.

Aims

As a school, we aim for all our pupils to feel safe and happy to be themselves. However, we acknowledge that bullying does occasionally happen. Under the Education Act 2002, the Education and Inspections Act 2006 and the Equalities Act 2010, we have a legal responsibility to eliminate discrimination. Therefore, the objective of this policy is to define what bullying is, outline our stance on it and support staff to take reasonable steps to reduce, address and tackle instances of bullying behaviour. Allegations of bullying will be taken seriously and these will be investigated and managed swiftly in collaboration with pupils, parents/carers and staff.

What is bullying? A definition

The school has adopted the following definition of bullying:

'The repetitive, intentional hurting of one person or group, by another person or group, where the relationship involves an imbalance of power.' (Anti-Bullying Alliance)

Bullying is not the odd occasion of falling out with friends, name calling, arguments or fights. However, these are also serious incidents and would be dealt with in line with the school's Behaviour policy. These would be monitored to look for patterns of behaviour emerging which could become bullying.

The following would be used with children:

S – several

T - times

O - on

P – purpose

Pupils may be at risk of becoming a target of bullying based on the grounds of appearance, race, religion, gender, sexual orientation, disability, family circumstances or any other perceived differences.

Bullying can be:

- Physical – taking someone's property, pushing, kicking, biting, hitting, or any other violent act
- Verbal – name calling, tormenting, threatening, racist or sexist language

- Indirect - spreading rumours, writing notes, coercion or exclusion from social groups
- Cyber – all areas of the internet, email, social networking and the use of mobile phones or gaming devices
- Homophobic, biphobic or transphobic – a focus on the issue of sexuality or gender identity

(This list is not exhaustive)

We acknowledge that there is no stereotype of a ‘typical’ bully or a ‘typical’ target. In fact, all children of different ages and personalities may at some point become involved in bullying behaviour or become a target of bullying.

Signs and Symptoms

Here are some possible signs and symptoms of being a target of bullying:

- Becoming withdrawn, anxious or lacking confidence
- Appears reluctant to go to school
- Trouble sleeping
- Complaining of feeling ill
- Changes in school work
- Regular physical signs such as bruising
- Has possessions go missing
- Becomes aggressive, disruptive or unreasonable
- Stops eating

(This list is not exhaustive)

Where can bullying take place?

Bullying can happen anywhere – in the classroom, in the corridor, in the toilets, on the playground or on the internet. It may also occur outside the school premises.

Bullying outside school premises

‘Teachers have the power to discipline pupils for misbehaving outside the school premises...this can relate to any bullying incidents occurring anywhere off the school premises’. (Prevention and tackling bullying, DfE)

In these cases the following steps could be taken:

- Talk to the local Police Community Support Officer (PCSO)
- Talk to the Headteachers of other schools where pupils may be involved
- Discuss coping strategies with children and their parents
- Arrange alternative routes for children to travel to school
- Any other steps in accordance with the school’s Behaviour policy

Prevention: Strategies for avoiding bullying behaviour

We believe that it is vital to develop strategies to prevent bullying occurring in the first place. As such, adults must:

- Refer to the school’s Golden Rules regularly with children
- Explicitly teach children how to build and maintain friendships and relationships with their peers
- Support children to develop coping strategies
- Celebrate differences (such as religion, ethnicity, disability, gender or family situations) and challenge stereotypes
- Plan lessons, assemblies, role-plays, visits, circle time activities and displays which are used to educate children about bullying. These take place throughout the year, not just in national Anti-Bullying weeks
- Promote the positive use of technology and e-safety in accordance with the school’s e-safety policy in order to educate pupils about how to protect themselves from cyberbullying
- Evaluate technology, social networking sites and gaming sites to take account of developments in potential methods for cyber bullying

- Attend any required training. Staff training opportunities provide adults with clear messages about bullying (including homophobic, biphobic and transphobic bullying) and how to deal with it effectively
- Share the child friendly Anti-Bullying Policy with pupils and their parents or carers so that all parties understand the school's approach
- Review the school site to look for potential 'bullying hotspots' and ensure that adults are placed accordingly during breaks and lunchtimes
- Regular consultation with children and action what they say to ensure that practice is effective

Intervention: Recording, Monitoring, Responding and Evaluating

Communication is critical; children are encouraged to report incidents of bullying behaviour against themselves or involving friends or classmates. They are encouraged to be proactive bystanders.

Adults take all allegations of bullying seriously and will investigate thoroughly before making any decisions or taking action. All known / reported cases will be investigated by a senior member of staff. This will be an Assistant Headteacher in the first instance.

Basic Procedure

1. Through questioning of all those involved, try to establish what has happened
2. Consult other adults who may have knowledge about the case
3. Keep notes of all responses including any historical incidents between those concerned in the pink pastoral file located in every classroom
4. Keep parents informed as appropriate
5. Speak to the children and resolve the situation using the 'method of shared concern' methodology or 'support group' method if appropriate
6. Record agreed actions and a timescale for a 'check back' with the target (to be kept in the pink pastoral file located in every classroom)
7. Assistant Headteacher will inform the Senior Assistant Headteacher, Deputy Headteacher and Headteacher as necessary
8. Actions will include support for all those involved, including the bully, and all sanctions / behaviour modification will be in line with the school's Behaviour policy

This is a basic procedure. Any cases will be managed with professional judgement and on a case by case basis. Our ultimate aim is to stop cases of bullying rather than cast blame or punishments. Senior members of staff will monitor cases and analyse trends and patterns. This will be used to evaluate the effectiveness of the policy. Pupil and parent questionnaires will also be used.

Roles and Responsibilities

Pupils

We expect our pupils to:

- Recognise what bullying is and what it is not
- To behave in a manner that supports the school ethos
- Use the internet safely and adhere to all school expectations
- Refrain from becoming involved in any kind of bullying both inside and outside of school, even at the risk of incurring temporary unpopularity
- Be active bystanders who report incidents of unkind or threatening behaviour
- Act as Anti-Bullying Ambassadors, providing support to their peers and promoting a culture of no bullying
- Collaborate in the writing of a child friendly Anti-Bullying Policy

Parents

We ask our parents to support their children and the school by:

- Familiarising themselves with key information provided by the school about bullying

- Watching for any signs of distress or unusual behaviour in their own child, which might be signs of bullying, or in their child's online activity to check that the internet is being used safely and responsibly and ask school for help in establishing parental controls if necessary
- Keeping evidence of any cyber bullying, whether this be photographs, text messages or emails
- Advising their child not to retaliate any form of bullying
- Cooperating with the school even if their child is accused of bullying, to try to ascertain the truth
- Sharing the message that bullying is very serious and is not acceptable
- Knowing that the school will deal with cases sensitively and confidentially

Staff

Our staff:

- Demonstrate by example the high standards of personal and social behaviour we expect from our pupils
- Uphold the school ethos and adhere to all school policies
- Take the necessary steps to prevent bullying behaviour from occurring (see prevention strategies above)
- Be alert to signs of bullying even if there are no reported incidents
- Listen to children who report incidents of unkind or threatening behaviour, take these seriously and report onwards to a senior member of staff (Assistant Headteacher in the first instance)
- Look for behaviour becoming repetitive and intentionally hurtful
- Report suspected cases of bullying to an Assistant Headteacher and log it in the pink pastoral folder located in classrooms
- Follow up any reported cases from parents promptly and keep parents informed on the day of an incident being reported and beyond where appropriate
- Deal with any cases of bullying in accordance with the agreed procedures outlined in this policy
- Provide support to both the targets and perpetrators of bullying
- Hold all children to account in the same way and not make excuses for behaviour

Headteacher and Senior Leadership Team

- Ensure the safeguarding of all pupils in the school
- Act as a role model for other staff by exemplifying all the behaviours and actions expected of members of staff in relation to this policy
- Ensure that training is provided for staff in how to deal with incidents of bullying and ensure that this policy is included in the induction process for all new staff
- Ensure that incidents of bullying are recorded and monitored
- Lead and conclude the investigations into incidents of bullying
- Consider provision for all pupils involved
- Implement sanctions as required including fixed term or permanent exclusions
- Review the effectiveness of the policy

Governors

- Support the Headteacher in implementing the policy and reviewing its effectiveness
- Evaluate and update this policy in line with new legislation on an annual basis
- All Governors oversee the anti-bullying work of the school
- Be part of the formal Complaints Procedure and respond to any complaints from parents

This policy should be read in conjunction with the Relationships and Behaviour policy and the eSafety policy.

Date:
May 2023

Review date:
May 2024

Appendix 1 - DfE definition of bullying

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. 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.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Appendix 2 - Useful Organisations

- The Anti- Bullying Alliance - This brings together over 100 organisations to share good practice
- Kidscape – Charity established to prevent bullying and promote child protection
- ChildNet International – Specialist resources for young people to raise awareness of online safety
- Stonewall – An LGBT equality organisation with expertise in homophobic, biphobic and transphobic bullying in schools
- Mencap – Represents people with learning difficulties
- Kick it Out – Educates young people about racism and other forms of inequality through football