Stanton St Quintin Primary School

To Motivate Educate and Nurture

Langley Fitzurse C of E Primary School

Amaze, Excite and Inspire

Let us help each other to love others and do good. Hebrews 10:24

Stanton St Quintin Primary School
Langley Fitzurse C of E School

Anti Bullying Policy – Adult Speak

Policy and Procedure: Anti Bullying Policy – Adult Speak

Date of Approval: November 2022

Review date: November 2023

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2022 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Note: When amending this template to reflect individual practice, settings may want to consider the DfE research into anti-bullying practices: www.gov.uk/government/publications/approaches-to-preventing-and-tackling-bullying.

Policy objectives:

This policy outlines what Stanton St Quintin and Langley Fitzurse Primary Schools will do to prevent and tackle all forms of bullying.

The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Stanton St Quintin Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints Procedures
- Safeguarding and Child protection policies
- e-Safety (Online Safety) and Acceptable Use Policies (AUPs) including mobile phones and social media
- Curriculum Policies such as PSHE and citizenship and computing
- Whilstleblowing Policy

Definition of bullying

•   • Bullying can be defined as *behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*". (DfE "Preventing and Tackling Bullying", July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

School ethos

Stanton St Quintin Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Forms and types of bullying covered by this policy

Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion,faith and for those without faith and culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic and biphobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology –"cyberbullying"
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Our school community
- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.

- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND.
- Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, as required.
- Require that all members of the community to work with the school to uphold the anti-bullying policy.
- Recognise the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints procedures

Involvement of pupils

We will:
- Regularly canvas children and young people's views on the extent and nature of bullying.
- Help children to understand individual differences of illness, medication, disability or disfigurement, sexual orientation or transgender
- Teach children that by witnessing an incident and doing nothing they are actively encouraging bullying behaviour. Bystander power is the biggest weapon we have in tackling bullying
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Teach children strategies for dealing with bullying themselves
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.
- Representatives of the pupils have written a 'child speak' version on this anti-bullying policy. (November 2020) This is the school's Tell, Tell, Tell Policy. In

subsequent years this policy will be reviewed on an annual basis – during Anti-Bullying Week.

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Preventing, identifying and responding to bullying

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).

- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media responsibly

Dealing with Incidents

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 and precise account of the incident will be recorded and given to the head teacher and/or designated lead
- The head teacher/ designated lead will interview all concerned and will record the incident
- Teachers will be kept informed
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with appropriate parties.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- If necessary and appropriate, the police or other local services will be consulted
- See Appendix 1 for Bullying incident flow chart

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support
- If appropriate accessing external agency support.
- Restoring self-esteem and confidence

- Assertiveness training
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:
- Discussing what happened and establishing the concern and the need to change
- Analyse possible reasons for the bully's actions by looking at the whole child, including family the situation
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If appropriate accessing external agency support.
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, removal of privileges, fixed-term and permanent exclusions if behaviours cannot be resolved within the school environment
- Speaking with police or local services

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Reassuring and offering appropriate support
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults (staff and parents) who have bullied will be helped by:
- Discussing what happened with a senior member of staff and establishing the concern
- Clarifying the schools official procedures for complaints or concerns
- If online, requesting content be removed and reporting account/content to service provider
- Instigating disciplinary, civil or legal action

Responsibilities

It is the responsibility of:

- The Executive Headteacher 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.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and support staff, to support uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: Mr Adrian Cole (Chair of Governor)
The named member of staff with lead responsibility for this policy is: Mrs Karen Winterburn (Executive Headteacher)

Monitoring & review, policy into practice

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" July 2017: https://www.gov.uk/government/publications/preventing-and-tackling-bullying

DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

EACH: www.eachaction.org.uk

Pace: www.pacehealth.org.uk

Schools Out: www.schools-out.org.uk

Stonewall: www.stonewall.org.uk

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

Anne Frank Trust: www.annefrank.org.uk

Kick it Out: www.kickitout.org

Report it: www.report-it.org.uk
Stop Hate: www.stophateuk.org

Show Racism the Red Card: www.srtrc.org/educational

Appendix 1

Bullying incident flow chart

1. Bullying incident reported

2. Is there a child protection concern? ·········→ Follow CP Procedures

Communicate with young people, parents/carers and relevant staff as appropriate. This will ensure everyone involved can take part in responding to and resolving the incident, and is kept informed of progress.

3. Investigate the incident

What has happened?

Who has been affected/involved?

Where? When? How? How Often?

Over what period of time

Impact on victim — feelings and behaviour

Impact on anyone else affected

4. Decide on response

5. Plan and take action

Keep records showing:

Action taken

Support given

Referrals made

Plans for monitoring and any outcomes

6. Provide ongoing support to those involved in the incident who need it, and make external referrals as necessary

7. Monitor situation

8a. Close incident if resolved — continue ongoing support as necessary

8b. Further *incident* reported

9. Consider any further implications for the school organisation

10. Put any resulting policy/practice

11. Record any changes in a revised anti-bullying policy