

Rothersthorpe C of E Primary School



Anti-Bullying Policy

'Everyone is valued as an individual'
'Love your neighbour, as yourself' - Mark 12:31

Ethos

We are a happy, friendly and caring school that prides itself on being at the heart of our local community. We provide a unique environment that fully embraces our school family, village and church; a place where a range of people and groups gather in the pleasure of learning and growing together. Each and every child is valued as an individual and helped to develop and progress in his or her unique way within a Christian environment.

1. Introduction

- 1.1 Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. The Ofsted framework includes 'behaviour and safety' as one of its key criteria for inspections.

2. Aims and objectives

- 2.1 Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff.
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

3. Legislation

- 3.1 It is a government requirement that all schools have measures in place to prevent all forms of bullying. *In 2003, Ofsted published Bullying: Effective Action in Secondary Schools.* This was followed by DCSF guidance for schools under two headings: *Don't Suffer in Silence and Bullying – A Charter for Action.* This policy reflects this guidance and the principles enshrined in 'Every Child Matters'.
- 3.2 *In 2006 Section 89 of the Education and Inspections Act* provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

- 3.3 The *Education Regulations 2014* states that bullying is prevented in so far as reasonably practical by implementing an effective anti-bullying policy.
- 3.4 Others documents include:
- The DfE documents '*Preventing and Tackling Bullying*' July 2017 and *Cyberbullying November 2014*
 - The DfE (2018)' Sexual Violence and sexual harassment between children in schools and colleges'.
 - The DfE (2018) 'Mental Health and wellbeing provision in schools'.
 - The DfE 'Keeping Children Safe in Education document' – updated yearly
- 3.5 This policy operates in conjunction with the school Behaviour and Discipline Policy, Child Protection and Safeguarding Policy and 'Keeping Children Safe in Education – KCSIE (DfE Guidance).
- 3.6 ***The Equality Act 2010*** has three aims. It requires public bodies to have due regard to the need to:
- eliminate 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
 - foster good relations between people who share a protected characteristic and people who do not share it.
- 3.7 Bullying in itself is not a criminal offence in the U.K, however some types of harassment or threatening behaviour – or communications – could be a criminal offence. For example under the *Malicious Communications Act 1988*, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.
- 3.8 When there is a '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's Act 1989*. Where this is the case, school staff should discuss with the school's safeguarding lead and report their concerns to the Local Authority and work with them to take appropriate action. (Also see the DfE document '*Keeping Children Safe in Education*').
- 4 Definition of Bullying**
- 4.1 'Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally'. Bullying is the intentional hurting, harming or humiliating of another person by physical, (include sexual), peer-on-peer abuse, verbal (including email, chat room, SMS messages and any type of social media), and emotional (by excluding, tormenting or spreading malicious rumours). It can involve manipulating a third party to tease or torment someone. It can involve complicity that falls short of direct participation; that of the bystander. Bullying is often hidden and subtle. It can also be overt and intimidatory.

At Rothersthorpe we have adopted the 'Anti-Bullying Alliance' definition and pupils remember the definition of bullying to be: **STOP!**

Several Times On Purpose

Start Telling Other People

- 4.2 **Bullying can be related to:** Gender, Race, Religion, Culture, SEN or Disability, appearance or health condition, home circumstances, including young carers and poverty, sexism or sexual bullying, lesbian, gay, bisexual and transgender (LGB&T), actual differences between children or perceived differences. (*Reference to The Church of England - Valuing all God's Children's Report 2017*).
- 4.3 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 intimidation of a person through the threat of violence, peer-on-peer abuse or by isolating them either physically or online.
- 4.4 Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours that some people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:
- Pupils with SEND; pupils who are adopted; pupils suffering from a health problem; pupils with caring responsibilities.
- 4.5 Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged as banter or horseplay it can also lead to reluctance to report behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.
- 4.6 Bullying can take place in the classroom, playground, school field, toilets, on the journey to and from school, on residential trips, before and after school clubs and cyberspace. It can take place in group activities and between families in the local community.
- 4.7 **Bullying is not.....**
- It is important to understand that bullying is not the odd occasion of 'falling out'.
- Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's relationships on their behalf, our children may not develop the necessary social skills.
- Occasionally situations go beyond broken friendships or minor differences and on these occasions, adult intervention may be necessary.

5 Bullying which occurs outside school premise

- 5.1 School staff members have the power, under *sections 90 and 91 of The Education and Inspections Act 2006*, to discipline pupils' conduct when they are not on school premises. This may include bullying incidents, occurring anywhere off the school premise, such as on school or public transport, a school trip, outside local shops or in a town or village centre. While 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 premise or when the pupil is under the lawful control of school staff.

6 Cyber-bullying

- 6.1 The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.
- 6.2 *The Anti-bullying Association* has identified seven types of cyber-bullying, ranging from abusive text messages, email and phone calls, to bullying in internet chat rooms, social networking sites and instant messaging:
- Text messages – unwelcome texts that are threatening or cause discomfort
 - Picture/video-clips via mobile phone cameras or other similar devices – images sent to others to make the victim feel threatened or embarrassed.
 - Mobile phone calls – silent calls or abusive messages – or stealing the victim's phone and using it to harass others, to make them believe the victim is responsible.
 - E-mail – threatening or bullying email, often sent using a pseudonym or someone else's name.
 - Chat room bullying – menacing or upsetting responses to children or young people when they are in web-based chat rooms.
 - Instant Messaging (IM) – unpleasant messages sent while children conduct real-time conversations online.
 - Bullying via websites – use of defamatory blogs (web logs), personal websites and online personal polling sites.
- 6.3 The wider search powers included in *The Education Act 2011* give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Further information on how to respond to cyber-bullying and how pupils can keep themselves safe can be found via *Childnet and Thinkuknow websites*.

7 Signs of Bullying

- 7.1 Changes in behaviour which may indicate that a pupil is being bullied include:
- Unwillingness to return to school
 - Displays of excessive anxiety, becoming withdrawn or unusually quiet
 - Diminished levels of self-confidence
 - Frequent absence, erratic attendance, late arrival in class
 - Displaying repressed body language and poor eye contact
 - Talking of suicide or running away
 - Books, bags and other belongings suddenly going missing, or being damaged

- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with or spoilt by others
- Changes to established habits (e.g. giving up extra-curricular activities, changes to accent or vocabulary)
- Frequent symptoms such as stomach pains or headaches
- Unexplained cuts or bruises
- Choosing the company of adults
- Difficulty in sleeping , experiencing nightmares

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of, these possible signs of bullying should be investigated by parents and teachers.

8 Prevention

We ensure that the curriculum reflects the school's Anti-bullying Policy and that staff model behaviour that reflects our beliefs. Through our curriculum, I.T, R.E, SRE and PSHE/SMSC we promote respect for difference, self-awareness, self-esteem and self-control. We also:

- Recognise and celebrate diversity of achievement, identity and culture in all fields.
- Encourage supportive relationships across phases through our Buddy System.
- Carry out assemblies and workshops that reinforce a co-operative and caring school climate.
- Have an anti-bullying week in order to raise awareness within the school community.
- Have internet safety awareness sessions within the school community.
- Teach internet safety/cyber-bullying lessons within the I.T curriculum.
- Reinforce high self-esteem and minimise low self-esteem through reward systems.
- Adopt classroom management techniques that challenge racist, sexist or homophobic remarks, banter etc.
- Ensure that all pupils, parents and adults are aware of the procedure for reporting bullying.
- Ensure all areas of the school premises are appropriately supervised.

9 The Role of the Teacher and Support Staff

- 9.1 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories, internet activities, etc within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. PSHE lessons, Circle time and assemblies are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.
- 9.2 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 9.3 Staff must remain vigilant about bullying behaviours and also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding

to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

10 The Role of the Head teacher

- 10.1 It is the responsibility of the head teacher to implement the school Anti-bullying Policy, and to ensure that all staff, (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-bullying Policy on request.
- 10.2 The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact as necessary. For example, if an incident occurs, the Headteacher may decide to use an assembly or lesson as the forum in which to discuss with other children why this behaviour was wrong.
- 10.3 The Headteacher ensures that all staff, including lunchtime staff, receive sufficient support to be equipped to prevent and deal with all incidents of bullying.
- 10.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

11 The Role of Parents and Carers

- 11.1 Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.
- 11.2 Parents and carers have a responsibility to support the school's Anti-bullying Policy, actively encouraging their child to be a positive member of the school.

12 The Role of Pupils

- 12.1 Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- 12.2 Pupils are invited to tell us their views about a range of school issues, including all forms of bullying, in pupil and parent questionnaires.
- 12.3 At the outset of each academic year, each class discusses Class Rules and Anti-bullying strategies during Class Council sessions.
- 12.4 Our School Council reviews Anti-bullying strategies and profiles these at a school assembly and through Class Councils.

13 The Role of Governors

- 13.1 The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The Governing Body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- 13.2 The Governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors annually about the effectiveness of school Anti-bullying strategies.

- 13.3 Any request from a parent to investigate incidents of bullying will follow the school's Behaviour and Discipline Policy.

14 Monitoring and review

- 14.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to Governors regularly about its effectiveness.
- 14.2 The Anti-bullying Policy is the Governors' responsibility and they review its effectiveness regularly. They do this by discussion with the Headteacher. The Headteacher analyses information for patterns of people, places or groups. He/She looks out in particular for racist bullying, cyber-bullying or bullying directed at children with disabilities, special educational needs or a protected characteristic.

15 Procedures for Reporting and Recording Bullying Incidents

- 15.1 All members of the school community will be alert to the possibility of bullying incidents and all allegations of bullying will be investigated.
- All allegations of bullying will be recorded by the adult who received the disclosure.
 - The adult will then inform the Class teacher and Headteacher.
 - Where possible, parents of the children involved will be contacted on the same day that allegations are made by either the class teacher or Headteacher depending on the seriousness of the allegation.
 - The Headteacher will investigate the allegation in line with the Behaviour and Discipline Policy and may request a period of monitoring.
 - Parents will be informed of outcomes within the agreed time.
 - Cases of bullying will be shared with the Local Authority and with the Governing Body via the Headteacher's report to Governors.

16 Outcomes

Actions will vary to accommodate the varying degrees of bullying, ranging from: counselling, no blame support group, circle of friends, apology, written apology, sanctions e.g. loss of breaktimes, golden time, exclusion from school clubs, trips, visits, residential, events, competitions etc or other privileges, involvement of parents and in extreme circumstances, fixed term exclusion. In all cases, an adult will carry out a follow up interview with the victim within the agreed time to check on their well-being.

17 Policies referred to

- Every Child Matters'. In 2006 Section 89 of the Education and Inspections Act
- Ofsted, Bullying: Effective Action in Secondary Schools.
- DCSF guidance for schools under two headings: Don't Suffer in Silence and Bullying – A Charter for Action
- The Education Regulations 2014
- The DfE documents 'Preventing and Tackling Bullying' July 2017 and Cyberbullying 2014
- The DfE Advice for Parents and Carers 2014
- The Equality Act 2010
- Malicious Communications Act 1988

- The Children's Act 1989
- DfE Document - Keeping Children Safe in Education – updated yearly
- The Education and Inspections Act 2006, Sections 90 and 91
- Education Act 2011
- Homophobic, Biphobic and Transphobic Bullying Review 2014
- The Church of England - Valuing all God's Children's Report 2017
- <https://www.anti-bullyingalliance.org.uk/>
- <https://www.childnet.com/>
- <https://www.thinkuknow.co.uk/>
- The DfE (2018)' Sexual Violence and sexual harassment between children in schools and colleges'.
- The DfE (2018) 'Mental Health and wellbeing provision in schools'.



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