



Steyping C of E Primary School Anti-Bullying Policy

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Approved by: [Mary Smith]	Last reviewed on: [24 th October 2024]
Lead Governors: [...]	Next review due by: [October 2027]

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1. Rationale

1.1. We strive to create a culture based on our core values of love, happiness, respect, collaboration, curiosity and bravery. Pupils must feel safe and respected if they are to learn effectively. Since we are a school which sets high standards for our pupils it is important that we create an atmosphere in which bullying cannot thrive and in which no pupil has to suffer from harassment of any kind.

Because bullying happens in all societies, at all levels, it is important that we make our pupils knowledgeable about bullying and teach them strategies that enable them to stand

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up for themselves without resorting to retaliation in any form.

Because bullying is often spoken about in the news and is a form of real anxiety for parents, it is important that we inform parents fully about our approach to dealing with bullying so that parents can distinguish between what is bullying and what is not.

2. A definition of bullying

2.1. There is no legal definition of bullying, however our school definition of bullying is:

Repetitive intentional hurting of one person or a group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, emotional, verbal or psychological. It can happen face-to-face or online.

2.2. Bullying can take many forms, for instance, cyber-bullying via text messages or on social media and is often motivated by prejudice against particular groups, for example on grounds of race, religion, sex, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The following are protected characteristics and our role in school is to ensure that pupils are protected from discrimination in relation to these both in-person and online.

The protected characteristics are:

- age
- disability
- gender reassignment (transphobia)
- pregnancy and maternity
- race
- religion or belief
- sex

2.3. Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical bullying. (See ref: Preventing Bullying 2017, DFE).

2.4. 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 larger audience, and more accessories as people forward on content at a click.

Schools have wider search powers included in the Education Act 2011 to give teachers the rights 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.

2.5. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

- 2.6. Bullying can be (but is not limited to):
- physical (hitting, kicking, theft)
 - teasing
 - making threats
 - verbal (name calling, racist remarks)
 - indirect (spreading rumours, excluding someone from social groups)
- 2.7. We appreciate that cases of bullying can be very complex with a range of roles involved, the terminology used can be seen in the appendix alongside a brief description of these roles.
- 2.8. We understand that sometimes there is relational conflict between pupils. This is not defined as bullying where there is a balance of power. However, where there is unkindness between pupils the pastoral team will endeavour to support pupils and re-emphasise our core values

3. How we set the right ethos of being a ‘telling’ school

- 3.1 A ‘telling’ school is one where pupils inform staff when bullying is taking place.
- 3.2 If pupils who feel they are being bullied are to tell us about bullying we must work together to create an atmosphere of trust. Pupils who are classed as targets must know that their concerns will be taken seriously.
- 3.3 We must also make it as easy as possible to report bullying. Pupils should understand that this may result in a number of different outcomes.
- 3.4 We will educate pupils through collective worship, general conversations in class, and the PSHE curriculum so that they understand at an appropriate level the impact of bullying on another child.
- 3.5 Everyone in the school has a responsibility to ensure that we live by our core values and that we all set a positive atmosphere around school. We want to make it clear that this responsibility includes:
- promoting an open and honest ethos that ensures that all members of the school community know and agree with our stance on bullying.
 - ensuring that all staff exhibit positive behaviours, demonstrate our core values and become positive role models to pupils.
 - treating other people with respect at all times.
 - doing nothing that could be construed as bullying;
 - doing nothing that could be construed as supporting bullying. This includes relaying distressing messages, relaying threats, laughing at bullying or watching a fight.
 - reporting to the proper person any bullying we witness or any behaviour which we feel could escalate into bullying.

4. How to deal with bullying and who to tell

- 4.1. Each year in the autumn term we will remind all our pupils to take the following action if they feel they are being bullied.
These messages will also be reinforced throughout the year;

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- if you feel able to, then let the perpetrator know that they do not like what is happening to them and ask them to stop;
- if the bullying doesn't stop, tell someone in school who will initiate action to sort out the problem. This will often be the class teacher or any other trusted member of staff.
- Talk to their parents about the bullying or potential bullying.

4.2. If bullying behaviour is witnessed by our pupils, as part of taking on the role as defender, we ask that they too report their concerns using the above protocols. However, we emphasise that pupils must not use physicality or verbal abuse to try and resolve a matter.

4.3. If parents or carers have concerns regarding bullying behaviour, we ask that this is reported to their child's class teacher. This will be logged, and the matter will be investigated.

5. What any adult – teacher, support staff, parent – who has been told about bullying should do

5.1. Log this on CPOMS, the school's safeguarding recording system which will alert the Team Leaders and the DSLs.

5.2. If a parent wants to communicate potential or actual bullying to the school, they should speak to the class teacher in the first instance.

6. Who should investigate

6.1. In the first instance we would expect the class teacher to discuss any issues with the children and suggest possible solutions. If this is ineffective or the class teacher believes he/she needs help in resolving an issue he/she will contact the Team Leader and/or a member of the SLT. An investigation into a complaint of bullying will be carried out in most cases by one of the DSLs or the Team Leaders.

7. The need for gathering evidence

7.1. If we are to deal with incidents fairly, we must gather as much evidence as possible in order to establish what really happened.

8. How we deal with incidents that occur outside school boundaries

8.1. Where incidents that happen outside school are clearly having a detrimental effect on the life of a pupil in school we will investigate these and, in conjunction with the parents and the local police if appropriate, take appropriate action.

9. What sanctions we use

9.1. At our school, sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children and it should be made clear that their actions are wrong and appropriate sanctions imposed. We expect all pupils to be proactive and seek help

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from members of staff if they witness another pupil being hurt or they are concerned about others.

9.2. The following is the normal hierarchy of sanctions. A serious case of bullying, however, might result in immediate exclusion:

- A phone call/email to discuss the matter with the perpetrator's parent/guardian, Time out during lunch/playtime, seating plan changes within class, further education on the matter plus restorative conversation to educate the perpetrator on the impact of their actions. This will be logged on CPOMS
- Restorative conversation between all pupils involved and an apology from the perpetrators, when consented to by the target
- Time out plus perpetrators' parents invited in for a formal face-to-face meeting
- A meeting with the Headteacher
- Fixed term exclusion
- Permanent Exclusion

10. Engaging with parents and carers

10.1. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us regarding bullying and how they can seek help if a problem is not resolved. Some parents may need specific support to help deal with their child's behaviour. Where our school identifies that this is the case, we will initially provide support ourselves or signpost the parents to appropriate channels of help.

10.2. We will:

- make sure that key information (including policies and named points of contact) about bullying is available to parents/carers.
- 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.
- 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.

10.3. It is very important that the investigator and the parents keep in contact but parents must understand that school staff will always endeavour to ring parents on the same day that the incident occurred; however, phone calls may not always be able to be made as soon or as frequently as the parent would ideally like.

11. How we monitor the situation

11.1. Our Children's Mentor or class teacher will try to check at regular intervals on the welfare of a pupil who has been bullied, but we do rely on pupils reporting any repetition. Whilst the sanctions outlined above will be used as appropriate, both pupils and parents must understand that we cannot take action if we are not made aware.

Teaching The PSHE and RSE programme also aims to educate pupils on a range of matters around bullying behaviours. Bullying is also covered in the Collective worship programme.

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- 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" March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Family Lives: <https://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
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.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-ofpractice-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

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Appendix

Roles in a bullying situation:

