



# Anti-Bullying Policy

Associated policies:	Safeguarding Equality and Diversity Inclusion Anti-Bullying Exclusions Physical Intervention
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Date approved:	October 2023
Approved by:	Local Governing Body
Date of review	October 2024
Website Inclusion:	Yes
Version:	Final

## Introduction

Stanton Cross Primary School is committed to providing a safe, caring and friendly environment for our pupils to learn in so that they can achieve their potential free from the fear of being bullied.

Bullying of any kind is unacceptable and we take bullying and its impact extremely seriously. We recognise that bullying can result in significant, long-lasting trauma if not treated with prompt, appropriate action. Where it does occur, children should know that incidents will be dealt with promptly and effectively. The school has high expectations of behaviour and we consistently challenge any behaviour that falls below this. We are a talking school.

### **Aims and Objectives of School**

- For staff, governors, pupils and parents to know what bullying is.
- For staff and governors to have clearly defined procedures to follow in order to prevent bullying and deal effectively with it where it arises.
- For pupils and parents to know what the school policy is on bullying and what they should do if bullying arises.

### **Definition of bullying behaviour**

All pupils, parents and adults in the school should know that bullying is a behaviour that uses repeated verbal, physical or negative online behaviour with the intention to cause emotional or physical harm to another person.

This includes peer on peer abuse. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

Any member of the school community can be a victim of bullying. Bullying can be direct – physical or verbal- or indirect- online. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on social media. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances including looked after children and young carers, gender or sexual orientation, LGBT+ pupils and those perceived to be LGBT+. Bullying can sometimes be unwitting, but the effect on the victim is still the same.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. When pupils with the same power, numbers and strength fight or argue, this is not bullying and these incidents will be dealt with via the school behaviour policy.

A simple way that children are taught to remember about how to respond to bullying is:

**Several  
Times  
On  
Purpose**

**Start  
Telling  
Other  
People**

Differences between bullying behaviour and poor behaviour and aggression that is not deemed bullying:

- The key difference as mentioned above is the regularity and pattern. Very serious behaviour which will be dealt with under the Behaviour Policy may not be bullying for this very reason.
- It is important that parents, staff and pupils understand the differences so that incidents can be dealt with appropriately.

### **Child on child Abuse**

**Child on child abuse** is any abuse of a child or children that is perpetrated by another child or children. This includes all forms, but is not limited to sexual harassment, sexual violence and abuse (NPAT Safeguarding Policy)

- **bullying**
- **physical assault against a pupil**
- **racist abuse**
- **verbal abuse against a pupil**
- **sexual misconduct**
- **swearing**
- **online abuse**
- **physical assault against an adult**
- **verbal abuse against an adult**
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If a child engages in any of the above this will be managed by the Executive Headteacher or Deputy Headteacher who will see the child concerned for a **restorative conversation**. A My Concern log will be completed, and this will be categorised. A consequence will also be determined. This will be followed up by a phone call to parents/ carers and the conversation will be recorded electronically on Arbor.

The following consequences might be used;

- Time to reflect with a senior leader.
- Internal exclusion – time to reflect in another part of school.
- Internal exclusion in another NPAT school.
- External exclusion – see exclusion policy

### **Any member of the school community can be a victim of bullying**

Bullying can be direct – physical or verbal. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation.

Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on websites.

Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health conditions, home circumstances, gender or sexual orientation.

Bullying can sometimes be unwitting, but the effect on the victim is still the same. When pupils with the same power, numbers and strength fight or argue, this is not bullying.

### **Preventing Bullying**

We ensure that the curriculum reflects the school's anti-bullying policy and that staff model behaviour that reflects our beliefs. In PSHE we follow the Jigsaw scheme of work, which promotes respect for difference, self-awareness, self-esteem and self-control. Each year we take part in Anti-Bullying Week in November through having a 'Friendship Week.' During this week we focus on what makes a good friend and explore kind and unkind behaviours, including bullying. This raises awareness across the whole community.

### **We also do the following:**

- Recognise and celebrate diversity of achievement, identity and culture in all fields.
- Encourage supportive relationships across phases through play based and craft activities.
- Carry out Jigsaw assemblies that reinforce a co-operative and caring school climate.
- Reinforce high self-esteem and minimise low self-esteem through reward systems.
- Adopt classroom management techniques that challenge racist, sexist or homophobic remarks.
- Ensure all areas of the school premises are appropriately supervised including the playground and toilets.
- Carry out well-being questionnaires annually to assess pupil perception and well-being.
- Through our relationships policy, we have a strong focus on building positive relationships and listening to the child's voice.

### **Procedures for Investigating claims of bullying:**

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with our Relationships Policy.

With respect to bullying, the following procedures apply:

1. All incidents of bullying must be reported to the class teacher who will follow the report up by talking to the victim, the bully and any witnesses.
2. Children with SEN, EAL or other factors that may prevent accessing procedures will be given appropriate support.
3. The bullying behaviour or threats of bullying must be investigated and stopped immediately. The teacher will record the details using MyConcern which should be sent to the phase leader and copied to the Headteacher who will report to parents that day or as soon as possible. Complaints of bullying reported by parents will be investigated within one working day wherever possible.

4. An attempt will be made to help the perpetrator to change their behaviour. Support will be offered to the victim, such as emotional support, self-esteem work or protective behaviours. Staff may support individuals either through group or 1 to 1 sessions.

5. In cases of serious and/or persistent bullying, incidents will always be reported to a member of the senior leadership team.

6. In serious and/or persistent cases the Headteacher will become involved personally and will initially meet with parents to review the actions taken so far and agree a way forward or appropriate actions needed.

7. If necessary and appropriate, the police will be consulted.

### **Outcomes and consequences of bullying behaviour:**

Bullying of any kind is unacceptable in our school and will be addressed. Stanton Cross, its staff and pupils will challenge it appropriately whenever and however it occurs.

- A restorative approach will be used and perpetrators of bullying will be asked to genuinely apologise through face to face reconciliation.
- Consequences will be applied in line with our Relationships Policy.
- Parents will be informed of the behaviour which will be monitored by class teachers and senior staff.

### **Procedures for Reporting and Recording Bullying Incidents**

We are a telling school. Children and parents are responsible for reporting incidents of bullying to staff. Bystanders must report incidents to school staff and walk away; standing and watching condones actions and will be dealt with in line with our policy.

All allegations of bullying will be recorded by the adult who received the disclosure on My Concern. Class teachers should be informed immediately and should discuss with a member of the senior leadership team. Parents of the children involved will be informed of the behaviour on the same day that allegations are made by either the class teacher/ phase leader or SLT depending on the seriousness of the allegation. The phase leader will investigate the allegation and parents will be informed of outcomes, wherever possible, within 48 hours. Incidents of bullying are reported to the Governing Body via the Head teachers report.

### **Monitoring and Evaluation**

The policy will be monitored and evaluated by the Head of School and the Senior Leadership Team. Records of bullying and trends will be monitored by the Safeguarding Governor.

Appendix 1 Incident Report Form to be attached to the MyConcern report.

Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action taken	

Follow up action (including dates)	
Signed (name)	