ANTI BULLYING

This Policy was formally adopted by the Governing Body in
January 24th 2023

Policy to be reviewed annually

Next review date March 2026

Summary of Recent Updates and Changes

Date	Description
Jan 2023	Policy completely updated as a whole.
March 2024	Roles and Responsibilities – Roles of the parent – Second sentence added. Preventing Bullying - Reference to Anti-Bully Ambassadors
March 2025	No Changes

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This policy is based on DFE guidance 'Preventing and Tackling Bullying' 2017 and supporting documents. It also considers the DFE statutory guidance 'Keeping Children Safe in Education' 2022. The setting has also read Childnet's 'Cyberbullying – Understand, Prevent and Respond: Guidance for Schools.'

1. Statement of Intent

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

At Runwell Community Primary School we believe that:

- bullying makes pupils unhappy;
- pupils who are victim of bullying are unlikely to concentrate fully on their school work;
- some pupils avoid being victim of bullying by not going to school;
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour;
- bullying affects the school community as a whole;
- by taking decisive action against bullying we will demonstrate that we are a caring school that stands for equity and justice for all.

2. Aims

- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 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. What is 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

At Runwell Community Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;
- Bullying usually happens when the relationship is imbalanced;
- It could be prejudice-based or discriminatory

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Runwell Community Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development. •

Bullying is recognised by Runwell as being a form of child on child abuse; children can abuse other children.

- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

4.   Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions o Physical bullying o Emotional bullying o Sexualised bullying/harassment
- Bullying via technology, known as online bullying or cyberbullying
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include:
    o Bullying related to race, religion, faith and belief and for those without faith
    o Bullying related to ethnicity, nationality or culture
    o Bullying related to Special Educational Needs or Disability (SEND)
    o Bullying related to sexual orientation (homophobic/biphobic bullying)
    o Gender based bullying, including transphobic bullying
    o Bullying against teenage parents (pregnancy and maternity under the Equality Act).

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

5.   Roles and Responsibilities

The role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Headteacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

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 at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

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.

The role of the Class Teacher

Teachers in our school take all forms of bullying seriously, and intervene immediately to prevent incidents from taking place or to deal with any incident that has occurred. If teachers witness an act of bullying, they inform the head teacher or deputy at the earliest opportunity, who will then follow the procedure for dealing with bullying (see sections below)

Teachers do all they can to support the child who is being victim of bullying.

They keep their own records of all incidents that happen in their class and that they are aware of in the school.

Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Parents

Parents who are concerned that their child might be being victim of bullying, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

6. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

7. Responding to Bullying

The situation would usually be dealt with by the Headteacher or Deputy after speaking with the adult responsible for reporting the problem.

The person in charge of the situation follows the procedure below:

- In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.
- All bullying incidents must be recorded. Parents of both parties should be informed.

- If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Listening to children
It is important that children are and feel that they ae listened to when discussing or disclosing any potential incidents of bullying.
- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

Remember
- Bullying can have a huge negative impact on children – in the short and long term
- Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
- Report any concerns you have
- Take prejudice-based bullying seriously and listen to children affected by it

8.   Record Keeping

All incidences of suspected bullying should be fully recorded on CPOMS which is the schools main reporting software for all child welfare issues. All incidences should be flagged as appropriate to the headteacher or deputy head teacher.

If any adult witnesses an act of bullying, they should report it to a member of staff who reports it to the head teacher or deputy head teacher They investigate following the set procedure and notes their actions on CPOMS in the associated actions section of the incident log.

9.   Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems
  - identifying and interviewing possible witnesses
  - Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school searching and confiscation policy. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully).
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.

- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply.
  - providing advice on blocking or removing people from contact lists.
  - helping those involved to consider and manage any private information they may have in the public domain.

10. Preventing Bullying

Environment

 The whole 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.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Recruit Anti-Bully Ambassadors from year groups across the school.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

The school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

11. Effective implementation of the policy

This is achieved by;

- enabling pupils to feel comfortable to 'tell'
- ensuring pupils are aware of procedures
- responding promptly, fairly and consistently to any bullying following agreed procedures
- maintaining and regularly evaluating the policy
- ensuring that all adults in school are familiar with this policy
- making available a pupil and parent version of the policy

12. Monitoring and review

This policy is monitored by the head teacher, who also reports to governors about the effectiveness of the policy termly when the CPOMs incident log is reviewed.   It is reviewed annually or earlier if required.

Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

More information on creating a positive behaviour management approach and dealing with bullying can be found in the staff handbook and in the school's 'Ready to Learn' behaviour policy.

Runwell Community
Primary School