

Creech St Michael C of E Primary School

ANTI-BULLYING POLICY



"Together, we love, learn and grow!"

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Rationale

At Creech St Michael Church of England Primary School we believe that bullying behaviour is totally unacceptable. Our school is opposed to bullying and will not tolerate it. It is entirely contrary to the principles we live and work by. All members of the school community have the right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the maintenance of such an environment.

Our Anti-Bullying Policy should be read in conjunction with our school's Behaviour Policy, E Safety policy, safeguarding procedures, and visitor code of conduct.

Ethos

Within our school we want:

- ❖ All children to feel safe and to learn, play and be included with others
- ❖ All children to be treated fairly, with respect and dignity
- ❖ Opportunities and systems for children and staff to report bullying and receive support.

Principles

Pupils and staff have a right to learn and work free from intimidation and fear.

The needs of the victim are paramount.

Children who believe they are being bullied will be listened to and taken seriously.

Reported incidents will be investigated and action taken in accordance with our policy.

The Definition of Bullying

Bullying is a planned act causing embarrassment, pain or discomfort to someone. It is usually carried out more than once. It is an abuse of power and may be carried out by individuals or groups.

Bullying is a deliberate act and is hurtful.

Bullying can take many forms but the four main types are:

1. **Physical**
2. **Verbal**
3. **Cyber Bullying**
4. **Indirect**

More detail of these is given below.

Physical Bullying Hitting, kicking, spitting, pushing, scratching.	Verbal Bullying Name calling, insulting, making offensive remarks, belittling others, repeated unwanted teasing. Ridiculing appearance or mannerisms.
Cyber Bullying Making nasty and hurtful remarks using mobile phones, the internet and other technology. Distributing images without permission. Encouraging others to join in or remark on comments or pictures. Humiliating others through technology.	Indirect Bullying Spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours. Dominating, intimidating. Writing offensive notes or graffiti (can include <u>cyber bullying</u>)

Our school is alert to these types of bullying and is aware that all children could potentially become victims of bullying. This could be because of individual characteristics such as ethnic origins, nationality, disability or colour but may also be for no particular discernible reason.

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Peer On Peer Abuse – Our school will work hard to support children who may suffer peer on peer abuse as outlined in “Keeping Children Safe In Education 2020”

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse).

This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- up-skirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

“**Peer-on-peer sexual abuse** is sexual **abuse** that happens between children of a similar age or stage of development. ... It can be harmful to the children who display it as well as those who experience it. Children can experience **peer-on-peer sexual abuse** in a wide range of settings, including: at school”.

NSPCC 20 Oct 2020

Although support should be put in place for perpetrators, it is clear that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”;

In-School Prevention of Bullying

- Ensure that children can clearly recognise bullying and know what to do about it.
- Circle time, class discussions, PSHE and the promoted ethos of our school.
- Assembly themes from “Values For Life” including respect and compassion.
- Relevant stories and work on moral values.
- Dedicated anti bullying week.
- Openly discuss differences between people and celebrate diversity and uniqueness.
- Use of ambassadors and buddies.
- Availability of our school ELSA trained teaching assistant or local PFSA.
- Visitors to school e.g. RSPCC Stand Up to Violence.
- Giving pupils opportunities to express their opinions through the school council or questionnaires.

In School Prevention of Cyber Bullying

- Children below Year 5 are not allowed to have mobile phones in school.
- Children in Year 5 and above hand phones in to the office and are signed in and out.
- Filtering of undesirable websites in school.
- Close monitoring of the use of ICT in school.
- Work units of ICT safety each academic year.
- Taking part in safer internet day.
- Internet safety charters/assemblies.
- Role of digital leaders.
- Knowledge of how to report cyber bullying.
- Visitors to school e.g. police.

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We recognise that the school cannot prevent incidents of cyber bullying being carried out in the homes of pupils or outside school hours. Working with parents, we will, however, usually strive to address such issues as they are likely to impact on the wellbeing of both the victim and perpetrator.

Our children are taught to realise that there are consequences to bullying behaviour. See below.

Maturity of Pupils

The preventative work of the school in understanding the nature of bullying is age appropriate. Key Stage 1 pupils may confuse bullying with fighting, one-off nasty experiences or name calling. They may be confused about actual bullying. Sometimes Key Stage 1 "bullies" do not understand the nature of what they are doing and may be imitating behaviour that they have previously observed without having the understanding that their actions are hurtful. It is the role of the school to teach this well.

Key Stage 2 children are likely to have a more mature understanding. The most important indication of bullying behaviour is ***whether the victims themselves believe that they are the subjects of bullying.*** Action must be taken if a "victim" perceives themselves to be the subject of bullying but it must be remembered that the same action taken to different people may be bullying for one, but not the other.

It is felt that with bullying there is the **intention** to hurt or upset; that it was usually purposeful, persistent and systematic with the bully being aware of his/her behaviour.

What Bullying Is Not

- Preventing someone from playing a game on an isolated occasion.
- Disagreeing with someone.
- Preventing someone getting their own way.
- Accidental.
- An isolated incident.

It is an important part of the work of parents and staff at school to help children understand distinction between "normal" day to day disagreements and bullying.

Reporting Bullying

Children

Children are encouraged at all times to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously. They are encouraged to tell their parents and tell their friends.

Some general advice for children when dealing with unwanted behaviour is a three step process:

1. Tell the perpetrator that you do not like what they are doing and ask them to stop.
2. If it occurs a second time, remind the perpetrator that you have already asked them to stop and that you will tell a member of staff.
3. If it continues to occur, tell a member of staff.

This approach, of course, will be dependant upon the age and maturity of the child concerned.

This approach will help the victim to deal with the issue themselves if they feel able to do so. Younger children and children who want help **should always tell**.

If it appears that nobody is listening then go directly to the headteacher.

Children sometimes worry that the bullies will make it difficult for them if they tell. We are always very alert to this as a possibility.

Once school staff (including lunchtime staff) are aware of a problem they will monitor the situation very carefully and be supportive of the victim.

Parents

Parents who believe their child is being bullied should make the class teacher aware at the earliest opportunity. If the problem persists please contact the headteacher and make her aware so that action can be taken. We would ask parents not to take matters into their own hands with the alleged perpetrator and to remember that sometimes the incidents require a little investigation.

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Staff

Staff sometimes find themselves on the receiving end of bullying. This can be intimidating and threatening behaviour from parents or other adults. More often it takes the form of malicious and sometimes unfounded remarks about staff on social media. Threatening behaviour will not be tolerated and the police are likely to be informed. Staff should report all incidents of bullying to the Headteacher. The head teacher may consider taking legal advice if remarks are slanderous or libellous.

Involving parents

Parental support is one of the keys to success of our Anti Bullying Policy. The involvement and support of the parents of both the victim and perpetrator in incidents related to bullying is extremely important.

RESPONSIBILITIES OF ALL STAKEHOLDERS

Responsibilities of Staff

1. Foster our pupils' self-esteem, self-respect and respect for others.
2. Demonstrate by example the high standards of personal and social behaviour we expect from our pupils.
3. Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
4. Ensure that other relevant staff, especially lunchtime supervisors, are informed about reported incidents.
5. Be alert to signs of distress and possible other indications of bullying.
6. Listen to children who have been bullied, take what they say seriously and act to support and protect them.
7. Inform the school ELSA.
8. Report suspected cases of bullying to the headteacher and SENCO if relevant.
9. Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken.
10. Deal with observed instances of bullying promptly, professionally and effectively, in accordance with agreed procedures.

Responsibilities of Pupils

1. To refrain from being involved in any kind of bullying, even at the risk of becoming temporarily unpopular with peers.
2. Try to understand how the messages that they are taught about bullying apply to themselves and their peers.
3. Report any bullying that they are aware of to a member of staff.
4. Be a good friend to children who believe that they are being bullied.
5. If it is them being bullied, tell their parents and friends.
6. Tell the truth even when it is difficult.

Responsibilities of Parents

1. Watch out for any signs of distress or unusual behaviour in their children that might be evidence of bullying.
2. Advise their child to report any bullying to their class teacher or the headteacher and explain the implications of allowing the bullying to continue unchecked for themselves and other pupils.
3. Advise their child not to retaliate violently to any forms of bullying.
4. Be sympathetic and supportive towards their children and reassure them that action will be taken.
5. Keep a written record of any incidents of bullying.
6. Inform the school of any suspected bullying even if their child is not involved.
7. Listen to and cooperate with the school if their child has been accused of bullying.
8. Try to ascertain the truth.
9. Remain calm and act as a good role model; not taking matters into their own hands.
10. Resist the temptation to put potentially inaccurate information on social media.
11. Try to understand that children make mistakes and must be supported to learn from them.
12. Realise that it has been proven that bullies often have unresolved social and emotional difficulties that need dealing with.

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13. Make further contact with the school if matters are unresolved.

Responsibilities of the School

1. Ensure that all staff are aware of this policy and are given training opportunities if needed.
2. Ensure the victim feels supported and realises that they are not to blame.
3. Keep records of conversations concerning any incidents of bullying.
4. Keep effective communication with all parties throughout.
5. Liaise with support agencies if appropriate e.g. Social Services, Police, Behaviour Support etc.
6. Put in support from our ELSA or allocated PFSA if appropriate.
7. Involve governors, staff and parents in the development of the Anti-Bullying policy
8. Apply sanctions to perpetrators consistently, fairly and with the maturity of that child in mind.

Sanctions (please refer also to our rewards and sanctions flow chart in the behaviour policy)

We believe that all incidents of bullying require thorough investigation and action being taken.

If a child has been bullied the action that follows will depend on the severity of the incident/s.

We will carry out one or more of the following actions, depending on the circumstances:

- Warn the child who has bullied not to do it again and set up a monitoring programme.
- Explain the impact of their actions to the bully.
- Use restorative approaches to help both the bully and the person being bullied.
- Give the bully a red card (or more than one) if appropriate. Red card times with the head teacher are very useful for discussing how to make better choices in given situations.
- Inform parents either verbally or via a telephone call or a more formal letter
- Invite parents / carers to the school for a more formal consultation.
- Consider exclusion. This measure will not be taken lightly.

It should be remembered that in many circumstances, the bully himself/herself may have problems of his/her own and require support. Again close liaison with parents would be a feature of this support. The opportunity for discussions as an individual, in a nurture group or in circle time would be taken, as appropriate.

Monitoring and Evaluation of the Policy

The headteacher will regularly monitor and evaluate this policy in consultation with school-based staff through the following methods:

- ❖ Staff meetings and T.A. meetings
- ❖ Talking with pupils in circle times
- ❖ Whole school assemblies
- ❖ School council sessions
- ❖ Playground observations and log books
- ❖ Small group interviews
- ❖ Sampling surveys (S.W.O.T. analysis etc)

Named Contact for Creech St Michael School: Mrs Janet McCarthy

Named Governor: Mr Hugh Taunton

Reviewed & Adopted:

February 2021

Supporting Information and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org
- DfE "Preventing and Tackling Bullying."
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

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- DfE "No health without mental health:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/138254/dh_125123.pdf
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- <https://www.bullying.co.uk/>

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying Advice for Headteachers and School Staff 121114.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice for parents on cyberbullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf)
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SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

Racism and Hate

- Kick it Out: www.kickitout.org
- Anne Frank Trust: www.annefrank.org.uk

LGBT

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