

Richard Hill Church of England Primary School



Anti Bullying Policy

Date Agreed: March 2022

Initial Review: March 2023

Review Cycle: Every 3 years

Review Date: March 2025

Aims

We are committed to make Richard Hill CE Primary School a place where everyone is respected, feels safe and secure and has the opportunity to reach their full potential. Bullying of any sort prevents this from happening and will not be tolerated. Bullying is present to a greater or lesser extent in all institutions. All members of our school community deserve the right to feel valued, equal, and respected and be able to come to school without fear. Bullying has a serious effect on a person's self-esteem, emotional and mental health, which in turn prevents them from developing their full potential and can seriously affect their life chances. We recognise that anyone can either be a target of bullying or someone who

displays bullying behaviour and that this can take place in many forms. Bullying is also referred to in our Positive Learning Policy (behaviour) and our Peer on Peer Abuse Policy, which both run alongside this policy.

Our Schools Definition of Bullying

Bullying is any direct, unwanted behaviour among children or adults that involves a real or perceived imbalance of power. For a behaviour to be considered bullying the behaviour is repeated over a specific time period of 6 weeks.

Children who are bullied or who bully others may suffer serious or life changing problems. Bullying is wrong in every way and at every level. We explain this to the children as 'STOP' (several times on purpose). The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People' for action to be taken.

Bullying is not

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling or arguments. Where there are physical incidents there are immediate consequences given in school however every incident is considered on an individual basis to review triggers, responsibilities and outcomes (appendix 1). It is bullying if it done several times on purpose. We recognise that children sometimes fallout or say things when they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. The school will still do everything it can to support your child with the development of harmonious relationship and self-control with their behaviours. Some children with specific SEN needs find it hard to control their emotions and actions at times and this is considered by the school when needed.

Types of Bullying

We recognise that bullying can take many forms, which may incorporate race, religion or culture, SEN or disabilities, health conditions or appearance, family circumstances, sexual orientation (including homophobia, biphobia) or gender identity (including transphobia). Bullying can include, and is not limited to:

1. Physical: hitting, kicking, stealing, hiding other peoples' belongings, damage to belongings, anything physically unpleasant, taking someone's money or possessions against their will
2. Verbal: naming calling, insults, religious remarks, and offensive remarks, taunting and teasing, mocking, threatening language, language that which is threatening, cohesive, sexual, homophobic or racist.
3. Indirect/ Emotional: spreading nasty rumours, excluding others, isolating and ignoring another pupil, graffiti.

4. Cyberbullying: includes all areas of the internet such as emails, chat rooms, threatening or abusive text messages or calls, video calling.

As a school we have a duty to tackle bullying outside of school. This can relate to any bullying incidents that occur anywhere off our school premises. Where bullying away from the premises is reported to the school, the school will communicate with parents and carers as necessary and provided support where possible. The school cannot take any action or deliver any consequences for bullying that takes place outside of school. Whilst cases of cyberbullying do take place out of school, partly because the technology used in cyberbullying, such as social networking services and smartphones, is very much restricted in schools. However, the impact of cyberbullying can affect the lives and school lives of young people, so what takes place offsite has a direct impact onsite. Letters and direct contact may be made to parents if there are reports of cyber bullying or bullying outside of school. All incidents/ allegations of bullying are recorded using an online system called CPOMS.

Guidelines for implementing the Policy

We proactively promote an 'open door' policy at Richard Hill CE Primary School, both for parents and children so that we establish a safe and secure learning environment to share any anxieties and share concerns. We use our PSHE curriculum and assemblies to promote this philosophy with the pupils. A report of bullying may come via numerous routes including through members of staff, peers and parents/carers.

Pupils are encouraged to report all incidences of bullying, whether they are bystanders or targets. We explain this to the children again as STOP (Start telling other people).

Procedures for reporting Pupils:

- Pupils are encouraged to 'Start Telling Other People'.
- They are encouraged to report possible bullying to any member of staff, a friend, or a member of their family.
- Children can request to talk to someone, including the Designated and Deputy Designated Safeguarding Leads in school
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying. Parents:
- Parents are encouraged to share any concerns with their child's class teacher as soon as they have concerns.

Staff

All staff have the responsibility for the health and well-being of the children and have the duty to respond seriously to any claim of bullying.

All staff should also be aware to the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head Teacher. If the Head Teacher is suspected of bullying, the matter should be reported to the Chair of Trust Board. Bullying outside of School Head Teachers also have powers to respond to bullying outside of school premises, and to search for and confiscate items that may have

been used to bully or intimidate (The Education and Inspections Act 2006: The Education Act 2011). The Executive Headteacher and the head of school will also consider whether it is appropriate to notify the police 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.

The following steps may be taken when dealing with incidences:

- If bullying is reported or suspected, the incident will be dealt with seriously and immediately by a DSL by completing a reasonable and proportionate investigation
- The scale of Peer on Peer Abuse (appendix 1) will be considered
- If they are unable to investigate themselves at the time the matter is referred immediately to a senior member of staff/ alternative DSL to carry out the investigation
- A clear account of the incident will be recorded via CPOMS. All instances of bullying will be recorded and proportion monitoring will take place for patterns of behaviours of both perpetrators and victims.
- Parents and pupils will be kept informed this verbally, using school communication systems or via a letter.
- Consequences and sanctions will be used as appropriate (in line with our Positive Behaviour Policy). There will be consultation with all parties concerned however it is at the discretion of the school what action is taken.
- Proven bullying incidences will be logged with the actions clearly shown on CPOMS
- The pupil who has been the victim of bullying will be reassured and supported that they have done nothing to deserve the bullying and that what may have happened is not their fault.
- The pupil will be consulted with on how to rebuild relationships with the perpetrator if they want to do this.
- Following on from investigations, staff will 'check in' periodically with children that have been a target of bullying to ensure the child feels happy and safe at school.

Consequences

These are in line with our Positive Learning Policy and may consist of but are not limited to;

- Children are helped to reflect upon their actions and to empathise with how the targeted child may feel. (Restorative Approach)
- The perpetrator will be asked to genuinely apologise, in writing or in person.
- Children that have bullied are supported to modify their behaviour. This may be through a behaviour plan, structured lunchtimes, pastoral assistance and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of break times or other 'privileges' in school.
- An internal or fixed term external exclusion may be considered if appropriate.

- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Parents

- Parents/carers of both the child who is a target and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the targets parent/carer to ensure the pupil is happy and feels safe in school
- Parent's views will always be considered but as a school we will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned whilst not condoning bullying.

Proactive Strategies

Our school's proactive strategies include, but are not limited to:

- We value communication in all its forms. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult. Alternatively, they can use the worry monsters in classrooms. This is a message that will be promoted at all times and with all of the school community.
- The school has a clear behaviour policy that rewards good behaviour. The rules are clear and focus on positive attitudes.
- We take part in the National Anti-Bullying week in November each year, involving all children in assemblies and class activities to ensure all children know what procedures should be followed.
- The school PSHE curriculum provides children with opportunities to discuss their feelings and attitudes and promotes a positive climate and develops understanding of differences including race, religion or culture, SEN or disabilities, health conditions or appearance and family circumstances.
- Teaching staff, pupils and parents are made aware of how to use the internet safely and of the possibilities of cyberbullying
- The School Ambassadors will include bullying as an agenda item.
- A pupil version of this policy (written by pupils) will be made available to all pupils in school.
- The policy will be discussed with all pupils and made available to parents on the Website. This is to ensure that all pupils understand the school's policy of zero tolerance of bullying and their role in making it a success.
- Structured lunchtime activities for all pupils to participate in will be provided
- Becoming involved in new anti-bullying initiatives and strategies as they are made available.
- Incidents will be logged and monitored on a termly basis by the Executive Headteacher and Head of School. Where investigations have found bullying to be

present this information with be given to the Head Teacher and shared with the Trustees in the Head Teachers report.

Other Policies and documents linked to the Anti-bullying Policy

- Positive Learning (Behaviour) Policy
- Child Friendly Version of the Anti Bullying Policy
- E Safety Policy
- Safeguarding Policy
- Peer on Peer Abuse Policy

Appendix 1



Scale of Peer on Peer Abuse



Healthy Normal	Inappropriate	Problematic	Abusive	Violent
Developmentally expected	Single instance of inappropriate sexual behaviour	Problematic and concerning behaviour	Victimising intent or outcome	Physically violent sexual abuse
Socially Acceptable	Socially acceptable behaviour within peer group	Developmentally unusual and socially unexpected	Includes misuse of power	Highly intrusive instrumental violence which is psychologically and/or sexually arousing to the child responsible for the behaviour
Consensual, mutual, reciprocal	Context for behaviour may be inappropriate generally consensual and reciprocal	No overt elements of victimisation	Coercion and force to ensure compliance	Sadism
Shared Decision making		Consent issues may be unclear	Intrusive	
		May lack reciprocity or equal power	Informed consent lacking or not able to be freely given	
		May include levels of complicity	May include elements of expressive violence	

Additional considerations for determining level of harm

← single occurrence	Frequency	→ repeated instance or pattern		
← No overt elements of discrimination	Elements of discrimination	→ Race, gender, sexual orientation, physical, emotional or intellectual vulnerability		
← No evidence of preplanning	Pre-planning	→ Evidence of pre-planning		
← No Overt elements of power difference	Different in power or authority of those involved	→ Power imbalance e.g. social status		
← Limited impact/impact on victim/s	Effect of the victim/s	→ Traumatising effect on victim/s		
← No attempts made	Attempts to intimidate victim/witnesses	→ Attempts to keep harm a secret		
← No other risk factors	Wider Contexts	→ Further risk factors in family/neighbourhood /peers		
Healthy Normal	Inappropriate	Problematic	Abusive	Violent

