

# Anti-Bullying Policy

## Ecclesfield Primary School



Approved by: [Kevin Corke]

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This policy has been developed and implemented in consultation with the whole school community including, parents/carers, staff, governors and partner agencies.

*Ecclesfield Primary School acknowledges the assistance of North Lincolnshire County Council in providing content in this document.*

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# INTRODUCTION

***Bullying is anti-social behaviour and affects everyone; it is unacceptable.***

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No child, irrespective of race, disability, sexual orientation or religious beliefs, should have to accept this type of behaviour. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at Ecclesfield Primary School.

## Legislation and statutory requirements

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

## Documents used in preparing this policy

- Personal, Social and Health Education (PSHE)
- Bullying no way AU
- Bully Busters
- Tackling bullying in schools A mapping of approaches A summary based on a literature review by the Anti-
- Bullying Alliance research group at Goldsmiths College, University of London, October 200
- Safe to Learn DCSF
- Sheffield Safeguarding policies and procedures
- KCSIE 1.9.20
- Sexual Violence and Sexual Harassment between Children in schools and Colleges May 2018
- Online Safeguarding Policy July 2020
- Preventing and Tackling Bullying 2017

- Behaviour Policy 2020
- Complaints Policy September 2020
- GDPR Policy September 2020
- RSHE Policy 2021

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## What is bullying?

- Bullying is behaviour which deliberately makes another person feel uncomfortable, distressed or threatened.
- Bullying is repeated over time. (Several Times On Purpose)
- Bullying makes those being bullied feel powerless to defend themselves.

### Why are we against bullying?

'Every Child Matters'.....because:

- everyone has the right to feel welcome, secure and happy
- we should treat everyone with consideration
- if bullying happens it will be dealt with quickly and effectively
- it is important to tell someone
- Bullying of any kind is unacceptable at our school.

In order to support this, at Ecclesfield we aim to ensure all members of our school community follow these standards:

We will follow instructions first time

We will treat everybody how we would like to be treated ourselves

We will keep hands, feet and unkind words to ourselves

We will respect everybody, including ourselves

We will care for our school and everything in it

We will be good learners and allow everyone to learn together

We will always listen to whoever is talking

***Everyone and everything matters at Ecclesfield!***

### What types of bullying are there?

- **Emotional (sometimes known as Relational Aggression)** (being unfriendly, excluding, tormenting, threatening behaviour and social manipulation of peers)
- Verbal (name calling, sarcasm, spreading rumours, teasing or making offensive comments)
- Physical (pushing, kicking, hitting, punching, taking away belongings or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse Mobile threats by text messaging and calls, Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Racist (racial taunts, graffiti, gestures, bullying is motivated by racial, ethnic or cultural prejudice)
- Sexual (unwanted physical contact, sexually abusive comments, sexual violence, sexual harassment)

- Homophobic, bi-phobic and transphobic (because of, or focussing on the issue of sexuality) (because of, or focussing on the issue of sexuality)
- Religious based abuse
- Disability based abuse motivated by a prejudice against people with any form of disability
- Gender based abuse motivated by a prejudice against someone because of their gender
- **Peer on peer abuse** is abuse from another child, intending to physically, sexually or emotionally hurt others children. (This might include physical, emotional, cyber bullying, gender based violence, sexual harassment, sexual assaults and sexting.)

### **How does bullying occur?**

Bullying can be direct or it can be indirect. It can be overt and covert.

### **Where can bullying occur?**

At home, school outside clubs/groups

### **What are the signs and symptoms of bullying?**

- A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;
- Is frightened of walking to or from school or changes route
- Doesn't want to go on the school / public bus
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic/ school refusal)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

### **AS A SCHOOL, TO COMBAT BULLYING WE CAN:**

- Organise our school in order to minimise opportunities for bullying e.g. provide increased supervision at problem times.

- Use any opportunity to discuss aspects of bullying, and the appropriate way to behave towards each other.
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary.
- Stress firmly that all stakeholders-children, parents, staff and governors-have a responsibility to challenge bullying.
- Review the School Anti-Bullying Policy and its degree of success.
- The School Staff will continue to have a firm but fair discipline structure. The rules should be few, simple and easy to understand.
- Not use teaching materials or equipment which give a bad or negative view of any group because of their ethnic origin, sex, SEND etc
- Encourage pupils to discuss how they get on with other people and to form positive attitudes towards other people. Provide an 'open' listening approach to encourage children who are being bullied to confide in their class teacher or other member of staff without fear of recrimination. This includes a review of what friendship really is.
- Each classroom will have a 'feelings box in which pupils are able to express their concerns to a member of staff.
- Encourage pupils to treat everyone with respect.
- We will treat bullying as a serious offence and take every possible action to eradicate it from our school.
- Build the confidence of quiet, shy or 'different' pupils who may become victims. And recognise that certain children have the potential to become victims.(e.g.EAL,SEND, physical differences, lower income families)
- Staff who suspect that bullying is occurring will monitor all pupils involved closely by alerting all staff across school, encouraging the child to come forward, providing other means for the children to alert staff to a potential bullying situation

### **What causes Bullying?** (Taken from children's workshop)

People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

### **Bystanders**

A bystander is a person who does not become actively involved in a situation where someone else needs help (Clarkson 1996) and in this way is understood to be a passive observer who stays on the "sidelines" and does not intervene or get help, even if someone needs it. Though they do not actively participate, they encourage the perpetrators who may feel driven on by the audience.

How can bystanders help when tackling bullying behaviour?

Research has clearly demonstrated (see ABA briefing in the resources section) that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. The risks of encouraging children to intervene in bullying situations must also be acknowledged.

### **Why is it important to respond to bullying?**

#### **Bullying Hurts!**

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a victim of bullying.
- Bullies need to learn different ways of behaving.

**Our school will respond promptly and effectively to reported incidents of bullying**

### **Whole school approach**

**It is generally recognised that taking a whole school approach to tackling bullying is the best way to reduce incidents and promote an environment where bullying is not acceptable.**

#### **School Level**

- perception survey
- School week on bullying
- Better supervision at play times
- More attractive school environment/playground
- Opportunity for parents to meet staff
- Teacher groups for anti-bullying, pro-social work in school

#### **Class Level**

- Class rules, praise and sanctions
- Regular class meetings
- Role playing, literature, arts
- Cooperative Learning
- Common positive class activities
- Class meeting teacher – parents/children

#### **Individual Level**

- Serious talks with all children involved
- Serious talks with all parents involved
- Help from 'neutral' students
- Help and support for parents
- Discussion groups for parents of all children involved
- Change of class or school as a last resort

**Pupils at Ecclesfield can feel confident that member of staff will listen to their problem.**

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a form tutor or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil

## **Bullying outside school**

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police and or the Police Community Support Team to help us to do this effectively.

## **Reporting**

SLT record bullying incidents on CPOMS alongside bespoke sheets for racist behaviours. (Please also see Behaviour Policy). Bullying Incidents are reported to the governing body once per term.

## **Monitoring**

Patterns of bullying alongside different categories of bullying are monitored. (Please also see Behaviour Policy)

## **Evaluation**

Where appropriate additional support is requested from other external agencies such as MAST to support behaviour improvements.

## Complaints

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the EHT and then if still not satisfied, the Chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## Review

The EHT/HOS monitors the effectiveness of this policy on a regular basis, reports to the governing body on the effectiveness of the policy and, if necessary makes recommendations for further improvements.

The governing body and staff review this policy every year. The governors may however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## GDPR

The information gathered for the purposes of monitoring bullying incidents will be used solely for this purpose.

It will only be accessible to school staff involved with dealing with any bullying incidents and accessible to relevant parents and carers.

The data will be shared when a child moves to a new setting.  
Records will be held on the school CPOMS system.

# Responses to Bullying

## Anti Bullying PATHWAYS OF HELP

Child is bullied

### Step 1

**Pupil personally approaches:**

- Buddy/Friend
- Peer Mediator
- Class Teacher/Class teaching assistant
- Learning Mentor
- TIPUK
- Admin staff /Office staff
- MDSAs/Lunch staff
- Exec Head/ Head of School
- School Change Teams
- Class feelings box

### Step 2

Pupil meets with class teacher and SLT

Discussion on the facts to ensure the incident is of a bullying nature

Suggested ways forward

Parents may be informed (depends on the circumstances-age, incident, previous history)

Short review time

### Step 3

EHT /Member of SLT leads a discussion/interview with all parties

Parents informed and invited in to discuss issue with HT suggested and agreed actions/strategies developed into personal behaviour plan

Short review time

**Step 4**

**EHT or member of SLT directs to a variety of help strategies delivered by 'trained' personnel eg.**

- Mediation/counselling
- Trauma Informed Practitioner (TIPUK)
- Anger management training & self help
- Peer Mentor/Buddy support
- Circle of Friends
- External Agencies -via MAST form/CAF form/PIU/Educational Psychologist

**Step 5**

Executive Headteacher and Chair of Governors and  
inform/seek advice from LA Head of Inclusion services  
Temporary Exclusion considered

## Support Agencies

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

### **Kidscape**

[www.kidscape.org.uk](http://www.kidscape.org.uk)

02077303300

**Childline** – advice and stories from children who have survived bullying

08000 1111

### **Bullying on line**

[www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** – advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

08088002222

### **Parents Against Bullying**

01928 576152

### **Useful sources of information**

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

# Strategies to use in class and in school

## UNICEF

The United Nations International Children's Emergency Fund (UNICEF) 'Rights Respecting Schools' award is another popular approach to ensuring positive relationships in the school community, teaching and demonstrating 'a rights-respecting guide to living'. It is built on the principle that the quality of school life will improve if children and young people learn what their rights and responsibilities are and how to put these into action.

For more information, visit [www.unicef.org.uk/rrsa](http://www.unicef.org.uk/rrsa).

## Circle time

Circle time can be used during sessions as a way of encouraging children and young people of all ages to reflect on their relationships with one another, along with their individual thoughts and feelings. It can also be used to encourage problem solving within the class as a team.

For more information on circle time, visit <http://www.circle-time.co.uk/>

## Peer support and Peer Mediation

Peer mentoring programmes are becoming increasingly popular in many primary and secondary schools. This method directly involves children and young people in supporting an environment where all children feel safe and feel they have someone they can talk to.

Support is available for peer mentoring initiatives through various government-funded peer support pilot projects.

For further details of these projects and to find out whether they operate in your area, please contact:

[CHIPS programme](#) (Childline/NSPCC)

[Cybermentors](#) (from Beatbullying)

Mentoring and Befriending Foundation