

# Claygate Primary School

## Anti-Bullying Policy

<b>Title:</b>	<b>Anti-Bullying Policy</b>
<b>Status:</b>	<b>Live</b>
<b>Version:</b>	<b>1.0</b>
<b>History:</b>	<b>Reviewed February 2022</b>
<b>Owner</b>	<b>Full Governing Body</b>

This policy is written with reference to **Preventing and tackling Bullying, DfE 2017** and is linked to the CPS Behaviour Policy

# S.T.O.P

Bullying is if someone does something unkind to you

**S**everal  
**T**imes  
**O**n  
**P**urpose

If someone does bully you, you must

**S**tart  
**T**elling  
**O**ther  
**P**eople

## Introduction

At Claygate primary School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility is available. Bullying of any kind is unacceptable in our school. Our Anti-Bullying Policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell parents, staff or a trusted adult.

## Aims of Policy

- To promote the well-being of all pupils
- To prevent and eradicate all forms of bullying
- To recognise that it is everyone's responsibility to prevent bullying from occurring
- To offer an environment free from all forms of abuse
- To have a consistent approach for dealing with incidents of bullying
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken
- To ensure that pupils and staff and parents are aware of this policy and their obligations

## What is bullying?

The CPS school council have agreed the following definition of bullying:

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically, emotionally or mentally

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group. We define bullying as physical or verbally aggressive behaviour that occurs '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'.

The following extract is from ***Preventing and Tackling Bullying, DfE 2017***

*Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.*

*The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different*

*form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.*

### **Bullying can be:**

- Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical – pushing, kicking, hitting, punching or any use of violence
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Personal – making negative comments, gestures or actions which are:
  - Racist – making fun of culture, religion, skin or hair colour
  - Homophobic – making an issue of sexuality
  - Gender related
  - Sexual – unwanted physical contact
  - Related to disability, health conditions, special educational needs (including gifted and able) or any physical feature
- Cyber – sending or posting harmful or upsetting texts, images (including upskirting) or other messages, using the internet, mobile phones or other communication technology

Bullying can also take place through third person involvement, i.e. another person being encouraged to take part in the behaviours above.

All staff should also be aware of 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. This also includes any incidents of adult bullying by staff or parents. If the Head Teacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

### **Bullying is not:**

It is important to understand that bullying is not falling out with friends on the odd occasion. Children are naturally sociable; it is vital for them to select and build friendships. The forming of and breakdown of friendships is an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills. Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention is necessary. Bullying is defined as **Several Times On Purpose**.

## **Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- changes their usual routine
- feels ill in the morning
- is continually sat on the friendship bench
  - is unwilling to go to school
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received<sup>5 6</sup>
- becomes withdrawn, anxious, or lacking in confidence
- begins to underachieve in school work
- stops eating
- becomes aggressive, disruptive or unreasonable
- is frightened to say what is wrong
  - has possessions which are damaged or "go missing"
- comes home with clothes torn or books damaged
- has unexplained cuts or bruises
  - cries themselves to sleep at night or has nightmares
- begins to bully other children or siblings
  - gives improbable excuses for any of the above
  - attempts or threatens suicide or runs away

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Prevention**

At Claygate Primary School we aim to help children prevent bullying. As and when appropriate, children may:

- write and sign class rules at the start of the year
- sign a behaviour contract
- write stories or poems about bullying
- read stories about bullying or have them read to them during a lesson or assembly
- use role play and 'hot-seating' to help create feelings of empathy
- have discussions about bullying and why it should not happen

The school has a range of strategies in place to help children learn and behave co-operatively in order to minimise the possibility of bullying taking place:

- The school has formed a group of 'wellbeing ambassadors' who have been given specific training on the role of a mentor and how to deal with issues that arise in and around the playground. Children are made aware of who these ambassadors are and are reminded at regular intervals that they can seek support from these children if they wish. The wellbeing ambassadors are clearly visible in the playground and are identified by the green tabards they wear
- Every class has a block of M-Fit as part of their enrichment focus. These sessions are focused on building positive relationships and friendships – the Jigsaw PSE scheme is used as a basis for these sessions
- There is a drop in ELSA session for Year 5 and Year 6 pupils one lunchtime a week, led by our ELSA
- Every class has a 'worry monster' – children are regularly reminded to use this to post a worry where they don't feel confident verbalising to an adult. Our worry monsters are checked daily and any 'worries' are immediately addressed by an adult
- The school also has a 'friendship bench' which is a place children can come and sit if they have nobody to play with or are finding playtimes difficult. It is a brightly coloured landmark in the playground which is monitored closely by adults and children so that support can be given if needed. There is additional signage to encourage children to use this resource
- The school takes part in national 'Anti-Bullying Week' in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed. Targeted year groups in KS2 take part in an 'Anti-Bullying Workshop' led by an external agency. This week is known as 'Friendship Week' at CPS.
- The school also has an E-Safety week each year to promote the safe and positive use of ICT. Both children and parents are made aware of how to use the internet safely and the possibilities of cyber bullying. E-safety is also a regular part of class computing lessons. Parents receive weekly online safety guidance via the school newsletters.
- Regular school assemblies take place which are focused around PSHE themes of bullying, friendship and the CPS Values
- The school has a clear behaviour policy that rewards positive behaviour. The school values are clear and straightforward and focus on positive attitudes
- The school takes a proactive stance towards challenging behaviour at lunchtimes. We have lots of fun equipment, play frames and activities to ensure all children are positively engaged and active at lunchtimes
- Above all, children are encouraged to 'Start telling Other People' if they feel they are being bullied or someone they know is being bullied.

## **Action against bullying**

### **For the child who has been bullied:**

- Children need to understand the outcome of 'telling' about bullying and what will happen to the bully. They need to feel secure that their feelings will be respected and that the bullying should come to an end. Staff will respond to children in a calm, sensitive and reassuring manner
- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted about how to rebuild relationships with the person who has bullied them if this is something they want to do

- Referral to our ELSA program of play therapy may be considered if appropriate
- Following investigations, staff will periodically 'check in' with children that have been the victim of bullying to ensure the child feels happy and secure at school

### **For the child who has been bullying:**

- The child should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no re-occurrence
- The child is helped to reflect upon their actions and to emphasise with how the bullied child may feel. Key restorative justice questions are used to shape these conversations
- Children that have bullied are supported to modify their behaviour. This may be through structured lunchtimes including pastoral support and involvement of parents to reinforce the unacceptable nature of bullying
- Other consequences may take place such as loss of privileges in school
- After incidences have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

### **For parents:**

- Parent/carers of both the child who has been bullied and the child who has been bullying will be kept informed throughout the process
- Close contact will be maintained with the bullied child's parents or carers to ensure that he/she adjusts positively back to school life as quickly as possible
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned

### **Reconciliation**

- If appropriate the child who has been bullying will be asked at a suitable point to apologise, in writing or in person
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified

## **Reporting Procedures**

### **Children**

- Children are encouraged to 'Start Telling Other People'
- Children are encouraged to report possible bullying to any member of staff they trust, a peer mentor, a friend or a member of their family
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying to an adult

### **Staff**

- All incidences of suspected bullying will be dealt with by the member of staff it is initially reported to, using the class teacher
- Teaching assistants should report to a class teacher or the Deputy Head teacher if there are any concerns relating to the child's behaviour

- Lunchtime supervisors report to the Deputy Headteacher (or Headteacher/SENCo in DHT's absence) if there are any concerns relating to a child's behaviour. This is then fed back to the class teacher as necessary
- All staff are responsible for the health and well-being of the children and have a duty to respond seriously to any claim of bullying

## **Parents**

- Parents are encouraged to share any concerns with their child's class teacher
- In serious cases parents will be informed and will be asked to come in for a meeting to discuss the issue

## **Recording Procedures**

All staff will respond calmly and consistently to all allegations and incidences of bullying in the school. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support everyone involved whilst allegations and incidences are investigated and resolved. The following procedure will be used for responding to bullying allegations or incidences:

- Incidences are recorded on CPOMS or a 'Serious Incident Form' (this can be uploaded to CPOMS)
- The incident is shared with the parents/carers of the child who has been bullied and the child who has been bullying to ensure all parties are informed
- The class teacher informs the Head teacher and Deputy Head teacher
- Action taken is mutually agreed between the school, child and parent/carer
- Follow up meetings may be necessary to review the situation and a member of the senior leadership team may attend
- CPOMS enables the school to keep a chronological record of behaviour incidences so that patterns of behaviour can be established
- The Head teacher/Deputy head teacher monitor bullying and behaviour incidences to ensure appropriate action and support is put into place

## **Sanctions**

The sanctions below may be used when bullying occurs. It is important to note that incidences vary and how each case is dealt with, therefore, will differ. These sanctions are provided for guidance and should be adapted as deemed necessary.

In addition to these sanctions, children will be helped to restore their friendships through discussions, groups activities and play.

### **First serious incident:**

- Child who has been bullying to reflect with class teacher/member of senior leadership team
- Class teacher or DHT to meet with child who has been bullied and child who has been bullying to discuss more appropriate behaviour and how a resolution can be sought

- Miss part of playtime or removal of a privilege or internal exclusion
- Child who has been bullying, write a letter or apology
- Parents of both parties to be informed

#### **Further serious incidents:**

- Sanctions and actions as above
- Involvement of Head Teacher
- Meeting with child who has been bullied, member of senior leadership team and parents
- Behaviour plan set up to include supervised playtimes until behaviour is deemed appropriate
- Short-term exclusions would be considered in more serious incidences such as where a child has been seriously affected physically or emotionally

#### **Sources of Further Information, Support and Help**

There is a vast amount of information and guidance available about bullying that can provide a wide range of help and support. The following list is just a small selection of the support available that teachers, parents and children have found useful.

**Act Against Bullying** [www.actagainstbullying.org](http://www.actagainstbullying.org)

**Advisory Centre for Education (ACE)** [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

**Anti-Bullying Alliance (ABA)** [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Anti-bullying Network** [www.antibullying.net](http://www.antibullying.net)

**Beatbullying** [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

**Bully Free Zone** [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)

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

**Childline** [www.childline.org.uk](http://www.childline.org.uk)

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

**NSPCC** [www.nspcc.org.uk](http://www.nspcc.org.uk)

**Parentline Plus** [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)