

Long Sutton Primary School



Anti-Bullying Policy

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Introduction

We at Long Sutton Primary School are dedicated to ensuring that our school ethos of 'Be a Star!' supports the learning and the wellbeing of pupils and staff. Ensuring effective routines, respect and relationships are the foundations of our school community. We work hard to provide a safe environment where pupils feel included and valued in every facet of School life.

At Long Sutton Primary School everyone has the right to be treated with kindness and respect. Bullying of any kind is deemed unacceptable and will always be taken seriously and acted upon, whether it is in the school or on off-site activities. We recognise that bullying can occur, and if bullying does occur, all pupils should feel that they can report it and know that incidents will be dealt with promptly and effectively. We are a 'Speak Out' school where everyone has a voice and is encouraged to say when they feel threatened or unhappy for any reason.

Principles

The following principles underpin our approach to bullying

- All pupils have the right to a safe, caring, positive and protective environment in school.
- Everyone in our school community understands that bullying is regarded as unacceptable and is not tolerated.
- Through the curriculum, assemblies, and pastoral structure we raise awareness and confidence that pupils will always be supported if bullying is reported.
- We will ensure that responses to bullying incidents will be robust and consistent with the aim to prevent rather than control incidents.
- Disapproval of bullying will always be aimed at the behaviour of the pupil not the pupil as a person.
- The school will work in partnership with parents when dealing with incidents of bullying.
- There is no such thing as acceptable bullying.
- All staff will receive appropriate training to identify and deal with bullying.

The pupils and staff at Long Sutton Primary School believe all forms of bullying are hurtful and wrong. We believe that with education, positive models of behaviour, a clear and transparent procedure will help to ensure bullying incidents are minimised and dealt with quickly.

Definition of Bullying

The DFE states in the document 'Preventing and tackling bullying (2017)' that bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and can be motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is always a school's first priority. However, emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable (Oxford English Dictionary, 2021).

It can involve people of any age, and can happen anywhere – at home, school or using online platforms and technologies (cyberbullying). This means it can happen at any time.

Bullying encompasses a range of behaviours which may be combined and may include the behaviours and actions we have set out below.

Verbal abuse:

- name-calling
- saying nasty things to or about a child or their family.

Physical abuse:

- hitting a child
- pushing a child
- physical assault.

Emotional abuse:

- making threats
- undermining a child
- excluding a child from a friendship group or activities.

Cyberbullying/online bullying:

- excluding a child from online games, activities or friendship groups
- sending threatening, upsetting or abusive messages
- creating and sharing embarrassing or malicious images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- voting for or against someone in an abusive poll
- setting up hate sites or groups about a particular child
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

Bullying can be a form of discrimination, particularly if it is based on a child's disability, race, religion or belief, gender identity or sexuality.

Identifying signs of bullying

Changes in behaviour may have many causes. Being bullied can be one reason why behaviour changes and there is a need to be alert to the possibility that this may be the case. Adults should be aware of these possible signs (this list is not exhaustive) and that they should investigate if a student:

- is frightened to travel to or from school
- insists on being driven to school, changes their usual routine
- shows an unwillingness to attend school
- has repeated or persistent absence from school
- becomes withdrawn
- becomes anxious, or lacking in confidence
- starts stammering, attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- is saying that they feel ill repeatedly
- has noticeably decreased involvement or effort in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or unexpectedly go missing
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- displays a change in behaviour and attitude at home or becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- has a lack of appetite or stops eating
- has a lack of eye contact
- is frightened to say what's wrong, gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone, is nervous or anxious when a cyber message is received.

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour. Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- they have experienced mental health problems, which have led to them becoming more easily aggravated
- they have been the victim of abuse
- their academic performance has started to fall and they are showing signs of stress.

If any member of staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will inform SLT at the first possible opportunity, investigate the matter and monitor the situation.

Preventing Bullying

We will work to prevent bullying occurring in our school through a range of practical preventative measures.

- We will ensure our children understand the importance of being a "Speak Out" school and make sure they know how to report bullying - the powerful role of the 'witness' in reporting incidents.
- Our curriculum, in particular our use of circle time and our Personal Social and Health Education (PSHE) will lead to a better understanding of bullying and how to deal with it. Children will be helped to understand the needs of others, build empathy and to value difference and diversity within our community. We will work to build confidence and resilience in all our children. They will learn how to manage relationships with others and how to be assertive when necessary.
- By raising the issues of bullying in assemblies, classroom discussions, meetings of school council, staff and governors, we will increase awareness of bullying and the problems associated with bullying.
- The manner and actions of the staff in the way they deal, not only with each other, but vitally the way they interact with and talk to children. We all need to be respectful of each other's feelings, beliefs and rights.
- School and class rules and how they are enforced will be used to encourage good behaviour and good discipline. We will establish clear rules for playground behaviour and there will always be effective supervision of the children.
- We will encourage an overriding respect for each and every person.
- We will raise awareness about bullying and ensure that children, staff and parents know and understand our Anti-Bullying Policy.
- We will encourage the children to make good relationships based on friendship, respect and acceptance.
- We will teach children about the variety of cultures and beliefs and educate against racism, transphobia and homophobia. Any incidents of such behaviour which occur will be separately logged and dealt with.
- We will work with anyone who bullies to help them change their behaviour.
- Sanctions will be put in place to deal with incidents of bullying.

- Staff will be trained to care for our children, to safeguard them from harm and to identify and deal with incidents of bullying appropriately and effectively.
- We need to be aware that children with special educational needs and disabilities are often at greater risk of being bullied and they may not be able to articulate their experiences as well as other children.
- Particular care also needs to be given to those children who are not as resilient as others or have factors outside of school that make life difficult but have an equal right to a secure and happy school life.

In the event of a bullying incident

The school will:

Monitor all reports of bullying to enable the school to follow up and record occurrences. Individual incidents which on the surface may seem to be an isolated occurrence, may be part of a much larger pattern of bullying behaviour and should be logged on CPOMs, which will help to identify these patterns. All reporting should be limited to factual events and never opinions. The record will take account of the following:

- who was involved (or alleged to be)
- where and when it happened
- what happened
- what action taken was taken
- how the allegation was followed up and resolved.

Pupils who are the victims of any bullying incident will be supported and closely monitored by staff. Pupils who are engaged in bullying behaviour will be dealt with in line with the school's behaviour policy.

<http://www.longsutton.lincs.sch.uk/documents/policies/Behaviour%20and%20Relationships%20Policy.pdf>

The parents of the perpetrator and the victim of bullying behaviours will be contacted and supported.

The pupil should:

Through the education and support given, always know that they should never accept bullying and should 'Speak Out' by:

- telling an adult in school
- telling parents
- using the worry box in their classroom
- for older children, use of their worry diaries.

The parents should:

Always report incidents or concerns of bullying. Initially this should be to the class teacher, but all members of staff are trained and will be able to help. When discussing the incident with the child try and gain the following information, which will help the school act as promptly and effectively as possible:

- who was involved (or alleged to be)
- where and when it happened
- what happened.

We strongly advise that all dialogue concerning these highly emotive issues is conducted through and with the school and not directly with the parents of the other child. Under no circumstances is it acceptable or appropriate to directly confront a child of primary school age.

Bullying outside the school premises

Whilst the school is not directly responsible for bullying that occurs off the premises, we appreciate that bullying can occur outside the school gates and on journeys to and from school. The bullying may be done by pupils from our own school, by pupils from other schools or by people who are not at school at all. These incidents can take place either in person or online. Where a pupil or parent tells us of bullying off the school premises we assess whether it is appropriate to use the school behaviour and anti-bullying policy to follow up on the incident. Further action may include:

- take action in the same way as if the bullying incident had occurred in school using the school's policies
- talk to pupils about how to avoid or handle bullying outside of school
- talk to the Head Teacher of another school whose pupils are bullying
- talk to the police.

School Ethos and Curriculum

At Long Sutton Primary School we have an all-inclusive ethos of 'be a star'. **STAR** stand for **S**trength, **T**eamwork, **A**mbition and **R**espect. Within the **T**eamwork and **R**espect elements, we teach the children about working together and showing each other tolerance and respect. Pupils are explicitly taught about the definition of bullying, types of bullying, the role of the bystander and how to react to any bullying events. This is part of the PSHE curriculum in every year group and assemblies. This includes units on tackling racism, inappropriate sexual behaviour and homophobia at an age-appropriate pitch and level. The PHSE curriculum also seeks to raise awareness of mental health issues and how to build resilience. Assemblies are used to deliver explicit messages linked to self-awareness, bullying and the importance of resilience. Every year Long Sutton Primary School actively promotes and engages with Anti-bullying week.

Appendix 1: Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- Mind Ed: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

Cyberbullying

- ChildNet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-councilforchild-internet-safety-ukccis

LGBTQ+

- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- Anti-bullying Alliance: anti-bullying advice and practice in relation to sexual bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/sexual-and-gender-related