

Anti-Bullying Policy

Rational

Shotley Bridge Primary School is completely opposed to bullying of any kind and it will not be tolerated.

We believe that bullying behaviour is totally unacceptable and that where bullying is challenged effectively children will feel safe and happy and will learn to their full potential.

We believe that children have the right to learn in an environment which is free from fear and intimidation.

Bullying of any kind is unacceptable in our school. We take all incidents of bullying seriously. Bullying hurts. No-one else deserves to be a victim of bullying. Everyone has a right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy aims and objectives.

This document has been informed by:

- Keeping Children Safe in Education 2021
- The Equality Act 2010

What is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. Bullying is repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying is mean and results in fear, pain, worry and distress to the victim (s).

Bullying is purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him/herself in the situation. It involves an abuse of power. Shotley Bridge Primary School has adopted the following collaborative definitions of bullying which is our shared understanding of what bullying is. It may take various forms:

- **Verbal:** name calling, use of threatening or provocative language, racial taunts, making fun of culture and religion, teasing, unfavourable or negative comments, gestures or actions relating to disability or special educational needs, spreading rumours;
- **Psychological:** excluding from play, refusing to talk or even acknowledge an individual, threatening;
- **Physical:** hitting, kicking, nipping, pushing tripping, taking or hiding another's property.
- **Online/Cyber:** misuse of technology (internet or mobiles) to hurt or humiliate another person.

Bullying is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm.

- **Homophobic and Transgender:** Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality. People may be a target of this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual, or transgender or just because they are seen as being different.
- **Prejudice related.**
- **Racist racial taunts:** Graffiti, gestures, making fun of culture and religion.

Aims and objectives:

- To ensure that all children and adults within school have a common understanding of what bullying is and act together on this issue:
- To create an environment which fosters positive relationships and discourages bullying and all unpleasant behaviour towards others:
- To ensure that all children feel safe, to learn, play and enjoy the company of others:
- To ensure that all children are treated fairly with respect and dignity:
- To listen carefully to what children have to say and treat all children's accounts with due seriousness.
- To develop a programme whereby all incidents of bullying and harassment are dealt with sensitively, fairly and appropriately.
- To seek to involve and inform parents in all areas of its anti-bullying work.
- To raise awareness of the need for online safety and inform children how to protect themselves.

SEN/Disability

Shotley Bridge Primary School is fully committed to complying with the 2014 SEN code of practice and the Equality Act (2010) including:

- Promoting equal opportunities
- Eliminating discrimination
- Celebration of difference
- Eliminating harassment related to SEND
- Promoting positive attitudes towards SEND children
- Encouraging SEND children pupils to participate fully in the life of school
- Raising awareness of disability

Whole School Preventive Strategies

Punishing bullies does not end bullying. At Shotley Bridge Primary School we stress that it is the bullying behaviour, rather than the person doing the bullying, that is not liked.

We positively encourage all children to take responsibility for their behaviour and its consequences and to make a commitment to act to end the bullying and provide support for the bullied child.

- We are a listening school, in which children are encouraged to express their feelings, fears and concerns. This will be facilitated through PHSE Curriculum, Assemblies, circle time and role play.
- Promote and reward positive behaviour, celebrate achievements and develop whole school and class rules – as highlighted in our Positive Behaviour and self-esteem Policy.
- Provide a positive learning environment and appropriate curriculum for all children.
- Encourage the feeling of ‘belonging’ to a community and use peer group pressure to actively discourage bullying.
- Careful consideration of how adults in school talk to children.
- Provide training for staff, regularly updated, in the promotion of positive behaviour and strategies for dealing with incidents of bullying.
- Induction for new members of staff, students etc.
- Peer support systems – Buddies act as a friend or a point of contact for vulnerable children.
- We have developed a school council to encourage children to have a voice.
- Playground Buddies or representatives of the school council will be available at playtime, and will be trained to deal with minor issues whilst referring on to staff more serious ones.
- Multi agency work – working with social services, police etc.
- Develop a school Anti-Bullying Code which gives clear advice to children on what to do if you are a witness or a victim to bullying.

Procedures for dealing with bullying

All children and staff across the school will be encouraged to report any concerns they have to a member of staff or a senior colleague.

Incidents are taken seriously, investigated and if necessary, acted upon.

Each case of bullying will be dealt with individually and follow-up action will be tailored to meet the individual needs of the child concerned.

The emphasis is on a caring, listening approach as bullies are often victims too and that is why they bully.

Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be a classroom assistant, another teacher known to them, a TA, a dinner time supervisor or a school council member/Buddy.

The class teacher will follow up allegations; therefore all reports should be fed back to the class teacher as soon as possible.

When an allegation has been made, the following procedure should be followed.

- Listen to what has been said. Establish the facts, gather evidence from relevant sources.
- Reassure the child that he or she was right to tell us.
- Talk to both parties involved regarding the discussions.
- Adopt a no-blame approach to encourage all children to talk about the events.
- Both bullied and bullying parties are informed that the situation is being monitored.

- If there is no improvement, or further bullying continues inform Senior Management and give written ascertained details.
- If appropriate, inform the relevant sets of parents/carers so that they can come into school to discuss the problem and offer their support.
- Decide on a course of action and decide what support is needed.
- Add the incident to CPOMS.

When dealing with the “alleged” bullying we would hope to

- Stop the bullying behaviour immediately.
- Re-educate the child’s attitudes and behaviour for the future.
- Where possible, reconcile the children involved.

Staff should always:

- Attempt to react quickly and consistently.
- Voice their disapproval in a vigorous and unambiguous manner.
- Ensure attention is always directed at the unwanted behaviour and not the child involved.
- Endeavour not to be confrontational as we wish to change the behaviour not to alienate the child or even reinforce the bullying attitude.
- Report incidents of bullying after investigation to Head teacher and keep records on the child’s file.

The school will act firmly and promptly where bullying is identified. Working with the children concerned, the designated teacher will devise a plan to address the issue. This plan will include targets for acceptable behaviour and will set out support measures for the children involved. Any disciplinary action required will use the system of sanctions set out in the school’s Positive Behaviour and self-esteem Policy.

The pupils at Shotley Bridge Primary School have also discussed this question during anti-bullying week assemblies and some of the suggestions regarding sanctions include:

- Apologise to the victim (s).
- Lose privileges.
- Spend playtimes and lunchtimes with an adult.
- Parents will be informed by school.
- Report to the Head Teacher or Deputy Head Teacher.

Recording

Recording incidents is very important as it helps to identify any patterns regarding bullying behaviour.

If a member of staff feels that the situation is of a serious nature and requires further action, it will be passed on to the Head teacher or designated person for Child Protection and they will attend to the matter either with the member of staff or on their behalf. In order to monitor the frequency with which incidents of bullying take place, staff will record the incident on CPOMS including the following information:

- Brief details about the alleged incident
- Who dealt with it
- What action was taken

Where necessary, the school will draw on support from a range of external agencies e.g. behaviour support, educational psychologist, social services etc.

Roles and Responsibilities

All staff working in the school has a responsibility to both themselves and those in their care to make sure that the principles and procedures in this policy are carried out. It is the responsibility of the Senior Staff to ensure the relevant information is shared with staff during induction and to make arrangements for staff training as required.

Monitoring and Evaluation

Implementation of this policy will be monitored by the designated teacher for child protection. A report will be provided annually to the Board of Governors within the overall report on behaviour. This policy will be evaluated and reviewed every year.

Head Teacher -----

Date: Autumn 2021

Review date: Summer 2022