

Anti-Bullying Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



Approved by:	Governing Body	Date: Sep 2022
Last reviewed on:	Sep 2022	
Next review due by:	Sep 2023	

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1. Context

1.1 Our School Values

Our school is one in which we want pupils to flourish both academically and socially. We aim to foster a healthy and safe community where individuals take responsibility for their own behaviour and show respect for others, emphasising the importance of positive relationships amongst all members and groups of the school community.

1.2 Purpose of the anti-bullying policy

This policy seeks to:

- > Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- > Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- > Prevent, de-escalate and or stop any continuation of harmful behaviour
- > Ensure all bullying behaviours and prejudice-based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
- > Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- > Ensure those using bullying behaviour are supported to change their behaviour
- > Outline the consequences for those who show bullying behaviour
- > Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
- > Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Our stated commitment is that when a pupil or parent or carer speaks out about bullying:

- > they will be listened to
- > their concerns will be taken seriously
- > the matters will be investigated
- > together we will find a way to tackle it
- > someone will be there to help and support them.

2 Definitions

2.1 Bullying

In our school we use the definition of bullying outlined in **Preventing and tackling bullying: Advice for headteachers, staff and governing bodies** (DfE, 2017):

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

Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

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 is often motivated by prejudice against particular groups, for example, on grounds of:

- > race
- > religion
- > gender/gender identity
- > sexual orientation
- > special educational needs or disabilities
- > because a child is adopted, in care or has caring responsibilities

It might be motivated by actual differences between children, or perceived differences.

Whilst bullying is not one-off acts of aggression or unkindness, such behaviours, if repeated, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to **bullies** and **victims** as these label pupils in unhelpful ways. Instead, we use the terms **perpetrator** and **target**.

2.2 Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different from the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other, and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem, groups of pupils may disagree, be very upset, and find it difficult to resolve the disagreement without adult help. It is unlikely, however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour, particularly when there is an imbalance of power [when a group acts against an individual, for example].

2.3 Forms of bullying

Bullying can take many forms:

- > **Physical bullying** (hitting, punching, finger-jabbing, any inappropriate touching, pinching, jostling, breaking, damaging, or taking property)

- > **Verbal bullying** (name-calling, taunts, put-downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- > **Emotional/Psychological** (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
- > **Cyber-bullying** (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Many experts say that bullying takes place where there is an imbalance of power of one person (or persons) over another. This can relate to

- > the size of the individual,
- > the strength of the individual
- > the numbers or group size involved
- > being from a majority rather than a minority group
- > anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips, and in cyberspace. It can take place in group activities and between families in the local community.

2.4 Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of:

- > ethnicity,
- > religion and belief,
- > sex, gender identity,
- > sexual orientation
- > disability.

We record these forms of prejudiced-based bullying by their type and report on them to the governing body and the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in wider society. We also recognise that there are other groups of children and young people who may be vulnerable to bullying including:

- > children in care,
- > young carers
- > those with mental health issues.

We recognise therefore that we sometimes have to look at developing specific work or practice to prevent bullying of groups of pupils. Some of these methods are listed in section 3.1.

2.5 Prejudiced-based/hate incident

This is a one-off incident which is perceived by the victim or any other person to be motivated by hostility, prejudice, or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation, gender identity, or their association with someone from one of these groups. These can also include indirect prejudice-driven behaviour that is not targeted at one individual. The impact of this expression

of prejudice against any protected characteristic, as defined by the Equality Act 2010, whether intentional or not, can be damaging and must therefore be responded to as a prejudice-based or hate incident.

One-off incidents are not bullying. However, we separately record prejudiced-based incidents identified using the above definition as we recognise the impact they can have and that they could contribute to an environment where bullying could happen.

2.5 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 pupil's wellbeing and their ability to learn. We recognise that cyberbullying, in particular, can mean that a child or young person can experience bullying behaviour at any time throughout their day, including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside school as far as we are able to. We may seek support from the Police and or the Community Safety Team to help us to do this effectively.

2.6 Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth, and mental health. Targets of bullying will often feel that they are at fault in some way. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, or taking unusual absences. There may be evidence in learning patterns, a lack of concentration, or truanting from school. These signs and symptoms may indicate other problems, but bullying should be considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff will be proactive and pre-emptive when recognising and raising concerns about bullying behaviour. We know that some groups of pupils may find it harder to report bullying behaviour than others. Wherever possible and appropriate, we will involve those who are experiencing bullying behaviour in finding the solutions.

3 Prevention of bullying

3.1 Strategies to prevent bullying behaviour

The school promotes values of belonging, diversity, and respect across the school through the explicit and hidden curriculum, and through our day-to-day practices.

- > Our whole school approach to PSHE/RSE helps children to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE/RSE education is also used to develop understanding of diversity, respect, individual rights and responsibilities, and the unacceptability of all forms of prejudice and bullying.
- > Small group interventions, such as Nurture Group or Art Therapy, are used to support those who need extra help to develop their social and emotional aspects of learning.
- > E-safety is taught right across the curriculum and through assemblies and visual reminders around the school community.
- > Regular whole-school assemblies are also used to develop an understanding of bullying, its impact and to encourage reporting.
- > The whole school participates in annual activities for anti-bullying week and we have a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.

- > Jigsaw lessons provide opportunities for dealing with issues that have arisen in the class and wider and a time to reflect.
- > The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- > Play buddies are used at outdoor play to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities.
- > We regularly survey pupils/students through our Y6 exit survey and use this to inform developments.
- > The values of the school and the class charters are upheld at all times.
- > All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing.
- > Staff on playground duty will inform class teachers of any incidents.

3.2 Staff training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour (including cyber-bullying) and are trained to identify, record, and challenge prejudiced-based bullying and incidents.

4 Strategies for responding to bullying behaviour – a whole school approach

4.1 Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- > Speaking to their class teacher
- > Speaking to another trusted adult in the school community
- > Speaking to a parent/other adult who may then contact the school in any of the ways listed
- > Speaking to a friend and asking the friend to help tell an adult
- > Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for themselves and each other (be an upstander) and not stand by (be a bystander).

Parents and carers must inform us if they think or know there is a problem for their own child or for another child. They can do this by calling the office and asking to speak to a member of SLT.

4.2 Recording bullying

All incidents of bullying behaviour must be recorded. All incidents are recorded according to type and these are recorded on RM Integrus so that SLT can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudiced-based incidents using the same system, but record them differently so that we can report on two separate data sets.

4.3 Responding to bullying

All pupils have an expectation to support their peers by intervening in bullying behaviour (if it is safe to do so) and to report bullying. Their Anti-Bullying Policy for Pupils says:

- > Alert an adult in school to any concerns
- > Talk to your friends about the situation
- > Above all, always tell someone. Adults will usually need to intervene to stop bullying behaviour
- > All of us have a responsibility to avoid encouraging or inciting bullying behaviour and to not stand by and let someone else be harmed.

Pupils (if you have been bullied) should:

- > If you feel able to and it is safe to do so, ask the child showing bullying behaviour to stop, ignore it, say no and walk away
- > Try to be calm, but remember this is not your fault
- > Tell a friend what is happening and ask for their support
- > Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- > Do not delete evidence of online bullying as it can help us to deal with it
- > It is possible that the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe!

Parents and carers should:

- > Listen and talk to your child about the situation and discuss and agree next steps
- > Contact the SLT if you are worried or concerned
- > Monitor your child's social networks/computer use
- > Reinforce the value of good behaviour

School Staff should:

- > Take seriously any report of bullying behaviour
- > Record it and report it to SLT

SLT will then investigate the bullying case and will:

- > Speak with the person targeted for bullying behaviour and involve them in what they would like to happen next
- > Speak to the pupil carrying out the bullying behaviour and find out their perspectives
- > Find witnesses to explain what they saw
- > Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
- > We will (age-appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's code of conduct, ethos or policies

- > We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- > We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- > We will keep the target of bullying behaviour and their parents and carers informed about progress and any actions taken and a review date
- > We will record on RM Integris whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- > We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.
- > Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored.
- > Any pupils who feel they are being bullied will be checked in with regularly by a designated adult.

4.4 Head teacher and governors

- > Reports of bullying and prejudiced-based incidents will be made by the Head teacher/SLT to the governing body
- > The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community

Interventions to support responses to bullying

- > As a school we are committed to ensuring that perpetrators of bullying behaviours understand the impact of this and the unacceptability of bullying inside and outside school. We often use our learning support staff to provide this educational input. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions.

4.5 Consequences

Sanctions alone are unlikely to change bullying behaviour. In order to keep the target of bullying behaviour safe, we may, for example, need to make decisions such as preventing a perpetrator of bullying behaviour from playing outside for a set time. These will be case- and child-specific and will be in full accordance with our statutory duties and practices as set out in our behaviour policy.

Parents and carers of those involved will be informed of actions taken

Records will be kept on pupils' files

5. Complaints

If a parent or carer thinks the school has not resolved a complaint of bullying effectively, then they should follow the school's complaint procedure. This can be found on the school website.

6. Monitoring and Evaluation

This document will be monitored and evaluated regularly (at least every two years) and updated to take account of new Government or Local Authority guidance, and the views of the whole school community.