

Stoke Fleming Primary Anti-bullying Policy

Achievement

Community

Opportunity

Character

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Author Initials	AH
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Our vision:

Set sail in the world... **Our Values:**

Considerate, Confident, Creative and Cultured **Our mission:**

Our 'charted curriculum' inspires everyone to explore, dream and discover the world around us

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information on audio type, in Braille, large print, any other format or interpreted in a language other than English, please contact the school office.

Introduction

The UNCR has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status. At Stoke Fleming we work with these rights to guide everything we do, we feel the following rights are particularly pertinent to this policy:

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 2 (without discrimination) The Convention applies to every child whatever their ethnicity, gender, religion, abilities, whatever they think or say, no matter what type of family they come from.

Article 12 (respect for the views of the child) Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

ANTI-BULLYING STATEMENT

As a Rights Respecting school, Stoke Fleming Primary School believes that all bullying behaviour is unacceptable. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for day or residential purposes need to feel safe and secure from bullying. Devon Council will support schools and establishments to take a preventative approach towards bullying, and to have policies and procedures in place to respond, where this does occur, in a prompt and firm manner.

INTRODUCTION

The Stoke Fleming Anti-Bullying Policy is there to support our aims and to ensure that pupils learn in an environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. This policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools. The Stoke Fleming Anti-Bullying Policy is firmly in line with the aims of the Stoke Fleming Behaviour Policy. It has also been created in line with the Child Protection, SEN, and Equality Policies, alongside Devon guidance.

Our Values

We believe all members of our school community should aspire to values we hold as a school:

Considerate, Confident, Creative and Cultured

AIMS

The aim of Stoke Fleming Primary School is to provide a safe, caring, inclusive and happy environment where there is mutual respect, an emphasis on good manners and understanding across the school community. All members of the school community are encouraged to develop into responsible citizens. The school also aims to enable effective communication of the Anti-Bullying Policy to all stakeholders including pupils, parents and staff through a variety of methods:

- In school assemblies
- On the Stoke Fleming Primary School website

- Through the Stoke Fleming Primary curriculum
- Paper copies of the policy displayed in the school foyer
- Shared at parent workshops
- Shared at parents evenings

Developing effective anti-bullying practice is essential because it promotes:

- Individual and collective wellbeing.
- Increased educational attainment.
- Good attendance.
- Positive behaviour.
- The school as a caring establishment.
- A safe, secure and happy environment.
- A consistent approach for all members of the school and wider community.
- Early intervention to support a change in patterns of behaviour.
- A coherent management strategy.
- Active citizenship by increasing participation of pupils, staff, and parent carers.

DEFINITIONS OF BULLYING

- **Bullying** is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- **Relational Bullying** refers to any bullying behaviour or abuse using psychological and emotional methods, but not necessarily including direct physical attacks.
- **Sexist/ Transgender/ Homophobic Bullying** occurs when bullying is motivated by a prejudice against who is LGBTQ+.
- **Racist Bullying** refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.
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- **Sexual Bullying** refers to any unwanted physical contact or sexist comments.
- **Online Bullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet deliberately to upset someone else.
- **SEND Bullying** is the deliberate bullying of any person because of a Special Educational Need or disability the victim may have.
- **Verbal Bullying** is when an individual uses verbal language (e.g. insults, teasing, etc.) repeatedly to gain power over his or her peers.

Stoke Fleming Primary School recognises that some groups of children may be more vulnerable to bullying at different stages throughout their school lives. Stoke Fleming works tirelessly to ensure that all children are protected from bullying by monitoring closely the children who fit these vulnerable groups, not limited to the following:

- Being scrupulously honest
- Being reasonable and with a strong sense of fair play
- Having a well-developed sense of guilt
- Having caring responsibilities at home, eg an elderly relative
- Having a child with special needs or who needs special care
- Caring for a disabled partner or family member

- Caring for a dying partner or relative
- Undergoing bereavement
- Suffering grief during the mourning phase following bereavement
- Having a great deal of locked-up anger resulting from bullying, harassment, domestic violence, abuse etc
- Belonging to an ethnic minority
- Belonging to a minority group
- Having a different sexual orientation
- Having a different cultural background
- Having a different religious belief
- Having a disability or perceived disability
- Not having English as your first language, or not having the national language as your first language
- Being too old, or too young
- Being a child in care.
- Other groups shown in the Equality Policy.

Bullying can be:

- Relational** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.
- Verbal** Name-calling, sarcasm, spreading rumours, threats, making fun of someone.
- Physical** Pushing, kicking, hitting, punching, spitting, taking or hiding someone's things.
- Online/ Cyber** Sending offensive text or emails.
- Sexual** Unwanted physical contact, sexist comments (relational/ physical).
- Racist** Racial taunts, gestures, making fun of culture and religion (relational/ verbal).
- Other/ Combination** Any unfavourable or negative comments, gestures, or actions made to someone relating to their disability or special educational needs (can be linked to one or more types of bullying above).

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional joke or trick is played on someone. It is bullying if it is done **Several Times On Purpose (STOP)**. We acknowledge that this may refer to repeated incidents of a different nature.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair them. Please see Children's guide <https://www.stokeflemingprimary.org.uk/anti-bullying>

Where does bullying take place:

Bullying can take place anywhere – in the classroom, cloakroom, hall, playground and perhaps to, from and outside of school. Potential 'Hot-Spots' where bullying may occur are monitored closely. Schools are only legally responsible for bullying incidents which occur on school premises. However, we will endeavour to support families where bullying occurs outside of school premises and offer coping strategies and if necessary involve the local Community Police Officer.

SIGNS AND SYMPTOMS OF BULLYING

A child may indicate, by different signs of behaviour, that he or she is being bullied. Adults need to be aware of these signs and investigate further if a child:

- Becomes withdrawn, anxious or lacking in confidence.
- Cries themselves to sleep at night or has nightmares.
- Begins to underperform at school.
- Has unexplained cuts or bruises.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what is wrong.
- Feels repeatedly ill in the morning.
- Becomes aggressive, disruptive or unreasonable.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and taken seriously. This should be investigated as soon as possible.

PRINCIPLES

"Safe to Learn: Embedding anti-bullying work in schools" DCSF September 2007 recommends that schools use the principles of the "Bullying-A Charter for Action"¹² document, which provides a framework for self evaluation, to develop their anti-bullying policies. The Anti-Bullying Charter principles mean:

For Stoke Fleming Primary pupils who experience bullying that:

- They are heard.
- They know how to report bullying and get help.
- They are confident in the school's ability to deal with the bullying.
- Steps are taken to help them feel safe again.
- They are helped to rebuild confidence and resilience. • They know how they can get support from others.

For Stoke Fleming Primary pupils who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They learn how they can take steps to repair the harm they have caused.

For Stoke Fleming Primary School:

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school.
- Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- Curriculum opportunities are used to address bullying.
- Peer support systems are in place to prevent and respond to bullying.
- The school has addressed site issues and promotes safe play areas.
- All staff are aware, and model positive relationships.

- The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.

For Stoke Fleming Primary Parents & Families

- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/ resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Independent advice on how to deal with bullying can be found at www.bullying.co.uk.

What can you do if you are being bullied?

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. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone, including a bystander, who knows that bullying is happening, is expected to report the bullying incident at the earliest opportunity.

All children are taught the **STOP, WALK and TALK** method of informing the school about bullying.

- try to stay calm and look as confident as you can; be firm and clear – look them in the
- eye and tell them to **stop; walk** away from the situation as quickly as possible; a **talk** to an
- adult about what has happened straight away or, if you do not feel comfortable telling
- an adult, tell another child.

Any instances of bullying can be reported by a child, parent or trusted adult from the school community to the school through:

- TELLING the class teacher.
- TELLING a school pupil leader.
- TELLING any member of staff or a trusted adult.

Procedures In this school.

Stoke Fleming Primary School aims to deal with all reported incidents of bullying promptly in line with the Responding to Parental Concerns policy.

Pupils will be encouraged to report/discuss any behaviour they are not happy with. In the first instance, teachers will try to deal with any incident in a supportive low key manner to avoid further distress. This may be:

- Face to face talks.
- Taken as a theme in a class PSHE discussion if the bullied child is more at ease with this.
- Restorative practices to be employed to ensure an empathetic response.

Should other incidents or more serious incidents occur, the following procedure will be used progressively to address the problem by a member of the School teaching staff:

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).

2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible exclusion of the perpetrator. Outside Agencies such as the Devon Behaviour Support Team may be consulted in line with the Behaviour policy. This may include involvement from the police where an incident of bullying is of sexual or other serious nature in line with our Child Protection policy.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported.
6. Attempts will be made to help the perpetrator/s change their behaviour.

This cross references with our Behaviour Policy. Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place in line with the school Behaviour Policy and Devon Exclusions Policy.
2. If possible, the pupils will be reconciled through conflict resolution and Restorative Justice practices to empower any victims.
3. Support plan to monitor the victim and build up their confidence again.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Intervention in place for the child demonstrating bullying type behaviour.
6. Parents of all parties involved will be informed of outcomes and discussion surrounding outcomes during a final formal meeting (*please refer to Responding to Parental Concerns policy to see stages should a parent be unsatisfied with outcomes or promptness of response*).

STRATEGIES FOR THE PREVENTION AND REDUCTION OF BULLYING

We proactively harness our school ethos and values to teach friendship skills and to nurture empathy on a daily basis. We create and celebrate together opportunities for our pupils to make 'right choices'. We also seek to encourage our pupils to exercise 'good will' i.e. showing compassion, speaking up for others and doing what is right even when this may feel uncomfortable. Our school assemblies provide a vehicle to reinforce our zero tolerance to bullying behaviour.

Children are encouraged to let adults know if they are feeling upset or worried, either by finding a trusted adult at school or at home. We recognise that talking about feelings, and having a language of feelings, is one of the cornerstones of emotional literacy and we include such conversations in our lessons, including PSHE.

We use the curriculum whenever possible to reinforce the inclusive ethos and values of the school, and to help pupils to develop strategies to combat bullying- type behaviour. Below are some of the strategies and opportunities we provide:

- Developing the PSHE curriculum throughout the school to develop the five 'aspects': **self-awareness, managing feelings, motivation, empathy** and **social skills** as a basis for planning.
- Online Safety taught through the Computing curriculum
- Involving the whole school community in writing and reviewing the policy.
- Circle time on bullying issues.
- Assemblies (whole school and Phase) at targeted times during the year and in response to arising issues.
- Raising awareness of Bullying for all stakeholders during initiatives such as Anti-Bullying Week.
- Raising awareness of Bullying through the website and Parent information workshops.

- Publishing useful links on the school website focussing on anti-bullying and how to deal with bullying effectively.
- Buddy system to support younger children.
- Establishing Online Safety rules and ensuring they are displayed
- Information leaflets/ Digital Parenting magazine
- Using drama activities and role play to help children become assertive in dealing with bullying situations.
- Promotion of a positive playground ethos using traditional games as a proactive strategy to anti-bullying.
- Everyone in the school community to model appropriate behaviour to each other.
- Providing Anti-Bullying training for all staff on a regular basis.
- The use of restorative practices across the school to ensure empathetic proactive approaches.
- To ensure the allocation of an Anti-Bullying and Behaviour Governor role.

RECORD KEEPING AND REPORTING

Any suspected or confirmed cases of bullying within the school community will be reported to the Head Teacher. All incidents will be logged in an Anti-Bullying Log and dealt with in line with this policy and the policies linked to this policy (*see links to other policies*).

MONITORING AND EVALUATION

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. Head Teacher and Governors will monitor bullying alongside the regular monitoring of behaviour generally (linked to the Behaviour policy).

LINKS TO OTHER POLICIES

This policy should be read and followed in conjunction with the following policies: Curriculum, Behaviour, Child Protection, SEN, Equalities, Responding to Parental Concerns and Health and Safety Policies.

Next review: November 2023