



Anti-Bullying Policy

Act justly, Love mercy, Walk humbly

Queniborough C E Primary School

| | Date | Signed |
|-----------------------------------|-----------------|--------|
| This Policy was adopted on | Feb 2022 | |
| To be reviewed | Feb 2023 | |
| | | |

Our vision statement

With **JESUS** at our side,
We **ACT** with a sense of right and wrong.
We show **LOVE** by being kind to everyone.
We **WALK** through each day with modesty in all we do.

Statement of Principles

1. Pupils should be educated in a school environment which promotes high standards of teaching and learning.
2. In order to achieve a good working environment, our school expects high standards of behaviour throughout the school day.
3. When pupils have problems they should feel confident to tell an adult and know that action will be taken.
4. All who meet and work on our school premises should feel secure.

This policy links with other school policies including:

Behaviour Policy, Single Equality Policy, Inclusion Policy, Online Safety Policy, Child Protection and Safeguarding Policy.

Staff with responsibilities for bullying:

- All staff have a responsibility for preventing, identifying and acting on incidents of bullying
- Head Teacher - Mrs Elizabeth Hallam
- Named Governor - Mr Daniel Wale
- Beyond Bullying Lead - Miss Helen Wright

What is bullying?

The Anti Bullying Alliance defines bullying as: *the repetitive, intentional hurting of one person by another person or group, where the relationship involves an imbalance of power.*

Bullying is behaviour **repeated over** time that **intentionally** hurts someone either physically or emotionally. Bullying is **Several Times On Purpose**.

Bullying is not a one off argument, fall out or incident where someone has said or done something unkind.

There are four types of bullying:

- Physical (hitting, kicking, physical damage to person or belongings)
- Verbal (threats, insults, nasty teasing)
- Psychological (spreading rumours, isolating and excluding someone, making someone do something they don't want to)
- Cyber (use of technology e.g. internet, mobile phones, computers)
* see Appendix 1 for more information about cyberbullying.

There are many forms of bullying, these include:

- Race
- Sex
- Age
- Religion or beliefs
- Cultural
- SEN and disabilities
- Appearance or health conditions
- Pregnancy or maternity
- Home or family circumstances (including marriage and civil partnership)
- Sexual
- Sexual orientation and gender specific (homophobic, biphobic, transphobic, gender reassignment)
* see Appendix 2 for descriptors for forms of bullying.

We at Queniborough Primary will not tolerate this type of behaviour towards our children, staff or parents by children, staff or parents.

Any member of staff or parent, who feels that they are the target of bullying, should report this to the Head teacher as soon as possible.

Responding and Reporting

It is the responsibility of all members of the school community to report any concerns or incidents of suspected bullying to the school. This may include incidents that occur away from school if a pupil or other member of the school community is directly involved.

Concerns or incidents of suspected bullying will always be investigated as doing nothing is the worst reaction - this can cause more pain for the target and may suggest tacit approval or acceptance of the bullying behaviour.

Pupils

If you are being bullied:

- Talk to a teacher or other trusted adult. Support is always available.
- Don't fight back as this usually makes things worse.
- Don't respond to emails or messages. Save them and show an adult.
- Try not to show that the behaviour bothers you - walk away and tell someone.
- Know that the bullying behaviour is wrong, not you.

If someone you know is being bullied:

- Talk to a teacher or trusted adult. You won't get into trouble or make things worse.
- Be supportive of the person being bullied.
- Don't take direct action yourself by confronting the other person.

Parents

- Be aware of unusual behaviour in your child that could be a sign of bullying - not wanting to go to school, being withdrawn or tearful or changes to their usual standard of work or friendships.
- Contact school if you have concerns about bullying or feel that your child is being bullied.
- Encourage your child to develop a wide circle of friends.
- Be a positive role model and encourage your child to be one too! Discourage bullying behaviours in and out of school.
- Understand and share the consequences of bullying behaviour.

Staff

- Be vigilant for signs of bullying and report concerns.
- Take concerns and suspected incidents of bullying seriously.
- Talk to all parties involved individually and listen carefully.
- Make notes of conversations and log what has been done as a result.
- Follow through on what you have said - sanctions, monitoring, further actions.
- If incidents are identified as bullying, incidents should be reported to the Head teacher and logged on a bullying Incident Record (Head teacher's office).

Head Teacher

- Implement the Anti-Bullying Policy and ensure that all members of staff are aware of the policy and its implementation.
- Ensure all members of staff are trained to identify bullying and know how to deal with concerns or incidents.
- Ensure all pupils understand what bullying is, that it will not be tolerated and that they have the right to feel safe. Ensure that they know what to do if they are being bullied or suspect that someone else is.
- Keep a log of all bullying incidents and use this data to identify trends or areas of need in the school.
- Report back to Governors about bullying in the school and the effectiveness of the Anti-Bullying Policy.

Governors

- Support the Head Teacher in preventing bullying in school and dealing with incidents when they arise.
- Monitor incidents of bullying - ensure that the Head Teacher records incidents of bullying and reports back to the Governing body with regard to the effectiveness of the Anti-Bullying Policy.

Procedure for Dealing with Bullying

- Listen to the child.
- Take the child seriously.
- Talk to the children involved separately.
- Find out what has happened and check details from all involved parties.
- Don't be judgmental - criticise the behaviour, not the child.
- Use appropriate sanctions / solutions that are acceptable to all parties.
- Report to class teacher.
- Class teacher to log all discussions / incidents and follow up (including discussions with parents).

- Class teacher to report persistent or serious incidents to Head teacher and log on a Bullying Incident Record * See Appendix 4
- Parents to be informed if issues are persistent and the behaviour is identified as bullying.
- Appropriate sanctions given and followed through (sanctions to be appropriate to severity of incident, regularity and circumstances. See Behaviour Policy).

Sanctions

Sanctions need to be relevant and will depend on the circumstances and severity of the incident. They may include:

- Time out of the classroom (Could be to another class / teacher / Head)
 - Missing all or part of break / lunchtime.
 - Verbal apology or written letter of apology.
 - Loss of privileges.
 - Discussion with parents.
-
- In some cases, a pupil may be excluded from school (for example in cases of an escalation in the bullying behaviour or the target is at immediate risk).
 - In cases where a criminal offence may have been committed, the police may be informed.

Staff will always support those who are the target of bullying. We will also support any individual who displays bullying behaviour in order to help them understand why their behaviour is wrong, the impact on the target and how to improve their behaviour. Our strategies are outlined below.

Combatting Bullying

- Teach children from their first days in school that no form of bullying will be tolerated.
- Discuss bullying in class, giving children opportunities to explore issues, emotions and situations.
- Teaching children about online safety and staying safe online.

- Cross-curricular activities and opportunities to deal with bullying and related issues for example using role-play or drama and reading and writing stories with a bullying theme.
- Use of PSHE and Everyone's Welcome resources to develop understanding of bullying behaviour, treating everyone equally and celebrating difference.
- Participation in Anti-Bullying Week.
- Assemblies.
- Promoting our Christian Values - valuing each individual and how the school's values can help us be positive role models.
- Being positive role models and demonstrating the behaviours we wish to see in others.
- Friendship Groups - all pupils are in mixed age Friendship Groups. These groups are support systems for the children; they sit together in assemblies and at lunch and often work together during special activity days.
- School Council - bullying is discussed regularly and the Council Members are also a point of contact for the children in each class.
- Sports Leaders - lead activities at lunchtimes.
- Praise and reward systems - e.g. class based, Golden Book, Star of the Month.
- Ensuring staff are trained in anti-bullying and ensure all members of the school community know how to report incidents and who they can talk to if they have concerns.
- Maintain an active Anti-Bullying Policy that is regularly reviewed and updated.

Reviewing the Policy

The Anti-Bullying Policy must be reviewed every two years.

Appendix 1.

Cyberbullying

Cyberbullying is the use of technology (particularly mobile phones and the internet) to deliberately and persistently harm or upset someone.

Cyberbullying has become a more prominent form of bullying with the ever-increasing advances in technology and our access to it. Devices such as mobile phones, internet-connected games consoles, tablets and computers make it easy to target groups or individuals from a distance - it is to an extent 'faceless' and therefore, easier to instigate. However, this can also make cyberbullying difficult to investigate and prevent particularly given that much of it takes place outside of school.

At Queniborough, we take reports of cyberbullying very seriously and do our best to investigate and deal with issues. We endeavour to educate our children, staff and parents about online safety, online etiquette and how to deal with issues should they arise. Potentially serious issues may be reported to the police.

Appendix 2.

Descriptors for forms of bullying and Protected Characteristics under the Equality Act 2010:

Racial, Religious & Cultural - where the motivation is based on the target's skin colour, culture, nationality, beliefs or faith.

SEN & Disability - where an individual or group is targeted because of a special educational need or disability including learning difficulties, sensory impairments and mental health conditions.

Appearance or health condition - where the physical appearance or health condition of the target is the motivation. For example: a disfigurement or severe skin condition.

Age - where the motivation is based around the specific age or age range of an individual or group

Home circumstances - this can be based on the person's living arrangements or family make-up. Examples include: young carers, adoptees, geographic locality, marriage and civil partnership.

Pregnancy and Maternity - where an individual is targeted because of their own pregnancy or that of someone close to them. This can also link to breast feeding and maternity rights.

Homophobic & Biphobic - relates to the sexual orientation of the target. It is based on prejudice or negative attitudes and beliefs about lesbian, gay or bisexual people. Bullying can be about actual or perceived sexuality or that of their family members or because the target does not conform to gender stereotypes.

Transphobic - relates to gender identity. It is based on prejudice or negative attitudes and beliefs about transgender people. Targets can be those who are transgender as well as those questioning their gender identity or people who are not transgender but do not conform to gender stereotypes.

Sexual - can relate to the target's gender or body. This can be sexual or sexist in nature.

Appendix 3.

Possible Signs of Bullying

Physical:

- Bruises or injuries (child may not be able to give a convincing explanation for these).
- Broken or missing possessions.
- Regularly feeling unwell e.g. complaining of headaches or stomach aches.

Emotional

- Anxiety.
- Worrying about going to school.
- Being tearful without obvious cause.
- Lack of confidence or self-esteem.
- Being defensive.

Behavioural

- Becoming withdrawn - not talking, or spending more time alone.
- Changes in sleeping habits.
- Changes in eating habits.
- Changes in behaviour - becoming aggressive at home or school.
- Bed wetting.
- Changes in performance at school.
- Self-harm.
- 'Losing' things e.g. money, possessions or equipment.

Appendix 4

Queniborough CE Primary School

Bullying Incident Record

This record to be completed for incidents involving accusations of bullying

| | | | | |
|-------|---|--|----------------------|------|
| + | Date | | Time | |
| | Target's Name | | Alleged Perpetrators | |
| | Who was present? | | | |
| | Type of bullying (physical, verbal, indirect, cyber) | | | |
| | Form of bullying (racist, religious, cultural, sexual, SEN/disability based, | | | |
| Notes | | | | |
| | | | | |
| | Next steps | | | |
| | Signed | | Date | |
| | | | | Time |
| | Further/Follow-up Notes Actions | | | |

This record to be filed securely in the Behaviour Folder in the Head's Office