



## **Anti-Bullying Policy**

**November 2017**

**This policy is currently under review and will be updated in  
October 2020.**

**Monitoring: Achievement Committee**

**Approved by Achievement Committee**

## **Statement of Purpose**

At Eden Primary, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed, secure and respectful atmosphere. We embrace an ethos of good behaviour and respect for all. We recognise that bullying hurts; no one deserves to be a target of bullying. The school has a zero tolerance policy for bullying. Every member of the school community has a responsibility to report any incident of bullying which comes to their attention and these reports will always be taken seriously.

This policy is designed to ensure we are proactive in our approach to behaviour, alert to signs of bullying and act promptly and firmly against it.

It takes account of the statutory responsibilities of schools as stated in:

- The Education and Inspections Act 2006
- Independent School Standard Regulations 2014
- The Equality Act 2010 including the Public Sector Equality Duty (PSED) of 2011
- Children Act 1989
- Children and Families Act 2014 (part 3) referring to pupils with SEN.
- SEND Code of Practice 2015: 0 to 25 years
- Keeping Children Safe in Education, DFE, 2016
- Working together to safeguard children, 2015

and summarised in:

- Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies, DFE, 2017
- Behaviour and discipline in schools- Advice for headteachers and school staff, DFE, 2016

It should be read alongside other key policies: Behaviour, Equalities, Inclusion, Child protection and Safeguarding.

The policy is the result of consultation with pupils, parents and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school.

It will be reviewed in Sept 2019.

## **Scope of the Policy**

This policy includes:

- Bullying of pupils by pupils within school
- Bullying of and/ or by pupils outside of school, where the school is aware of it.

Allegations about bullying of pupils by staff will be dealt with under the school's safeguarding policy.

## **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

## **What is bullying?**

**At Eden Primary, we define bullying as deliberately hurtful behaviour, by an individual or group, repeatedly over a period of time, that intentionally hurts another individual or group either physically or emotionally.**

**Bullying can be short term or continuous over long periods of time.**

**Bullying can be:**

- physical (hitting, kicking, pushing or any use of violence),
- emotional (being unfriendly, spreading rumours, excluding someone from social groups),
- verbal (name-calling, sarcasm, spreading rumours, teasing),
- racial (racial taunts or gestures),
- sexual (unwanted physical contact, sexually abusive comments),
- homophobic (because of, or focussing on the issue of sexuality),
- Cyberbullying (see below)

**Bullying may be related to:**

- Race
- Gender
- Religion
- Culture

**Social Differences**

**Other differences**

- SEN or disability
- Appearance or health condition

**Weight**

- Home circumstances,
- Sexual orientation, sexism, or sexual bullying, homophobia

**Bullying can take place in the classroom, playground, dining room, 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 school community.**

## **Cyber – Bullying**

Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.

By cyber-bullying, we mean bullying by electronic media:

- bullying by texts or messages or calls on mobile phones
- threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites, you tube
- using e-mail to message others
- hijacking or cloning e-mail accounts
- making threatening, abusive or humiliating remarks in chat rooms or on social media, to

include Facebook and Youtube.

- Misuse of technology , eg camera and video facilities, Ipad, games consoles.

We will use, as appropriate, the full range of sanctions if pupils bully fellow pupils or harass staff in this way, both in or out of school.

Eden will use its power of confiscation where necessary to prevent pupils from committing crimes or misusing equipment. The power to examine data or files and delete these, where there is good reason to do so, without parental consent, is provided for in the Education Act 2011.

All members of the School community are aware that they have a duty to bring to the attention of the Head any example of cyber-bullying or harassment that they know about or suspect.

## **Perpetrators and Targets**

Bullying takes place where there is an imbalance of power of one person or persons. This can be achieved by:

- The size of the individual
- The strength of the individual or control over the relationship
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff should be aware of issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. They should remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; either those who display a propensity to be unkind to others, or those who may be more likely to be a target of unkind behaviour from others.

## **Prevention of bullying and discrimination**

At Eden, we are pro-active about creating a school where bullying does not occur. We use the following strategies to prevent bullying and discrimination occurring:

- Adult modelling of positive interactions
- Creating a purposeful, safe and calm environment and aiming to avoid disruption or opportunities for bullying
- Dedicated assemblies and classwork to raise awareness of bullying so all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- Curriculum activities to develop children's social and emotional skills and develop awareness and celebration of diversity
- Regular circle time or class meetings
- Differentiated emotional literacy or social skills groups
- Constant monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.

- Adapting the school environment to address concerns e.g. lunchtime club
- Playground Guidelines developed with staff and volunteers
- Involving pupils and parents in promoting respect for all and encouraging the reporting of bullying.
- School and class based displays to promote understanding of the school anti-bullying policy
- A range of systems to encourage children to report concerns such as circle time, worry boxes, pupil surveys, school council
- Staff readiness to listen, take seriously and act on concerns raised by children or adults
- Regular staff training to ensure a consistent approach, evaluation of the effectiveness of the policy and, where necessary, updating it.

Staff are vigilant about friendship groups. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

### **What happens at Eden Primary if bullying or discrimination is discovered?**

We recognise that incidents of bullying and discrimination occur in all schools. Incidents that occur in our school are taken seriously and dealt with rapidly and appropriately. A pupil or parent may report an incident to any member of staff, but the responsibility for ensuring all incidents are consistently dealt with lies jointly with the class teacher and the Headteacher, who is in charge of the recording and overseeing of incidents. The Headteacher is responsible for embedding anti-bullying and discrimination awareness in policies and practices of the school.

Our approach to bullying is closely related to the procedures for behaviour outlined in our Behaviour Policy and is always considered urgent and serious. Incidents of bullying are considered unacceptable behaviour and the relevant sanctions from our behaviour policy will be triggered as well as additional actions plans. All reported and witnessed bullying incidents are treated seriously and responded to consistently. Intervention supports and empowers pupils who have experienced bullying rather than encouraging a view of themselves as victims.

As well as watching out for the signs of bullying (see Appendix 1: The signs of bullying), staff will encourage children to feel safe and secure when reporting bullying, whether they are the subject of the bullying or if they see it happening. Each bullying incident will be treated on its own merits, and a method of resolution will be derived that fits the individual situation. Any agreed sanctions or restorative measures will be implemented not only to resolve the situation but so that others see that bullying behaviour is unacceptable.

The staff member who learns about the bullying should report to the Headteacher (or other member of SLT in her absence) who will investigate the incident thoroughly (see Appendix 2: Investigating a Bullying Incident) and produce a plan of action. This will be shared with the class teacher, parents and all other relevant adults.

We work, in a proportionate and tailored way, to ensure that the target feels supported and protected, that a swift resolution is found for the problem and the children are reconciled. We also work from the perspective that children's behaviour is explicable. A child who is bullying is often telling us something about their own situation. It is important to understand and help the child to solve his or her own situation. This involves strategies, guidance and care. Punishment alone is not an effective tool.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. police, counsellor, psychotherapist.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

After an incident / incidents have been investigated and dealt with, each case will be monitored by the Class Teacher and Senior Staff to ensure repeated bullying does not take place.

All incidents that are reported will be recorded in writing by the school in the Behaviour Log. The Safeguarding Governor will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

## **Prevention**

We ensure that children understand a clear definition of bullying.

We use appropriate methods to help children to prevent bullying such as those recommended by Kidscape, these may include:

- having school rules and writing a set of class rules
- working on school values
- clarifying behaviour expectations, rewards and sanctions
- signing a behaviour contract
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using Kidscape role-plays)
- having discussions about bullying and why it matters

We are committed to creating and maintaining an inclusive school ethos in which bullying is not acceptable and we take particular steps to help prevent bullying, including, in addition to those detailed above:

- openly discussing difference eg religion, ethnicity, gender, disability, gender, sexuality or appearance related difference.
- openly discussing different family situations, such as looked after children or children who may be carers
- teaching children that any prejudice-based language is unacceptable
- including in staff training, help to understand the needs of vulnerable pupils, those with health difficulties, Special Educational Needs and/or disability, and lesbian, gay bisexual and transgender (LGB&T) pupils
- planned work with police, social services and Child and Adolescent Mental Health Services (CAMHS) as appropriate
- making it easy for pupils to report bullying

Eden Primary takes part in Anti-bullying week each year. In addition anti-bullying work forms part of the planned programme of PSHE work in every year group.

Senior leaders and school staff regularly evaluate the impact of the Behaviour and Anti-Bullying policy and take steps to address any issues found. Whole school objectives are detailed in the School Improvement Plan each year, while shorter term goals are addressed in assemblies, classroom activities, weekly staff briefings and staff training, and through parent meetings and consultations.

## **Role of Parents and Carers**

Parents have an important part to play in and support the anti-bullying policy. We hold regular sessions with parents to inform them of the school's behaviour and anti-bullying policies and ways they can support their child and the school. We share the Anti-bullying policy with parents when their child enters the school and share the guidelines for how they can help (see Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy) in the Family Handbook. A copy of the anti-bullying policy is available on the school website.

## Appendix 1: Signs and Symptoms of bullying

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school or begs to be driven to school
- doesn't want to come to school
- is alone all the time
- is not doing well in school
- doesn't want to talk to anyone
- is aggressive
- shows unusual behaviour
- appears depressed
- becomes withdrawn anxious, or lacking in confidence
- cries themselves to sleep at night or has nightmares
- starts stammering
- feels ill in the morning
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- is bullying other children or siblings
- stops eating
- starts swearing or using aggressive language for no apparent reason
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours **could** indicate other problems, but bullying should be considered a possibility and should be investigated.

## **Appendix 2: Checklist for staff investigating an incident of bullying, a discriminatory incident or ongoing bullying behaviour**

- Who was involved – is there or are there apparent targets? If so who is it/are they?
- In what way did the targets suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- To what extent did the incident affect others?
- What was the response of the target(s) if such exist?
- What does/do the target(s) wish to see resulting from the investigation?

### **Appendix 3: Ways that parents and carers can support the Anti-Bullying Policy**

DO look out for unusual behaviour in children - be aware of the signs of bullying.  
DO take an active role in your child's education; ask how their day has gone, who they have spent their time with, etc.  
DO tell us straight away if you are worried your child may be the target of bullying.  
DO reassure your child it is not their fault if they are being bullied  
DO reassure your child that sharing information will be dealt with sensitively to prevent any escalation of bullying  
DO encourage and support your child to share information about bullying they have seen towards others so as not to be a bystander

DON'T use the term bullying too readily unless you are sure that what is happening fits the definition; an incident of unkindness is not bullying  
DON'T approach another child directly about their behaviour.  
DON'T involve siblings in the incident.  
DON'T encourage your child to fight back.  
DON'T approach other parents directly. Deal with it directly through the school.  
DON'T share bullying information about particular children with groups of parents or publicly malign a particular child

### **Organisations and websites**

[www.kidscape.org.uk](http://www.kidscape.org.uk) Brilliant site, really comprehensive.

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk) Excellent site with lots of useful information and advice.

[www.ditchthelabel.org](http://www.ditchthelabel.org) (for teens, very good guides for parents with children from Year 5 up)

Childline [www.childline.org.uk/](http://www.childline.org.uk/) phone 0800 1111

## **APPENDIX 4: Advice for children**

### **What can you do if you are being bullied?**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help

- Try not to let the bully know that he/she is making you feel upset.
- Be assertive and confident - stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Stay with your friends in a group
- Walk away as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, another member of school staff, a parent, a friend, a brother, a sister or a relative
- Ask a friend to go with you when you tell someone
- When you tell an adult about the bullying give them as many facts as you can such as What? Who? Where? When? Why? How?
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do something about it
- Don't suffer in silence.
- Don't blame yourself for what is happening.
- Call a helpline

### **What can you do if you see someone else being bullied?**

Ignoring bullying is cowardly and unfair to the victim. Don't be a bystander. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger.

- Don't rush over and take the bully on yourself
- Don't join in.
- If it is safe to do so, encourage the bully to stop bullying
- If you can, let the bully know you do not like his or her behaviour
- Shout for help
- Let the victim(s) know that you are going to get help
- Tell a member of staff as soon as you can
- Try and befriend the person being bullied
- Encourage the person to talk to someone and get help, you can offer to go with them

- Ask someone you trust about what to do.

## **Books to read**

*Don't pick on me!* By Rosemary Stones

*Bullies, Bigmouths and so-called friends* by Jenny Alexander