



**St Erme with Trispen Community Primary School**

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# Anti-bullying policy

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## Introduction

At St Erme with Tripsen Primary, we aim to provide a caring and inclusive environment where all adults and children respect each other so we can all achieve our full potential.

We aim to provide a safe, caring and friendly environment for all our pupils to ensure that they are able to learn effectively, improve their life chances and help them maximise their potential. We believe that all children should be nurtured through spiritual, emotional, moral, cultural, intellectual and physical development.

Bullying of any kind is unacceptable at our school because:

- Everyone has the right to feel welcome, secure and happy.
- We should treat everyone with consideration.
- If bullying happens it will be dealt with quickly and effectively.
- It is important to tell someone.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and effectively. The school is aware of its legal obligations including the Equalities Act 2010. We are aware of role within the local community supporting parents and working with other agencies outside the school, where appropriate.

## Roles and Responsibilities of the School

**The Head Teacher** has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Encouraging supportive playground activities especially during lunchtime.
- Making all staff aware to encourage inclusive playing for all (non English speakers, TIS pupils, SEND pupils, pupils with disabilities).
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The **nominated Governor** with the responsibility for Anti-bullying (Behaviour) is:  
Duncan Bowin

## Definition of Bullying

***The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.***

*How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?*

- *There is a deliberate intention to hurt or humiliate.*
- *There is a power imbalance that makes it hard for the victim to defend themselves.*
- *It is usually persistent.*

## Recognising what Bullying Behaviour looks like:

Bullying generally falls into four main categories:

- **Physical:** pushing, kicking, hitting, pinching, spitting, taking belongings, throwing things, and forcing others to do things against their will and any form of violence and threats.
- **Verbal:** name calling, sarcasm, insulting remarks, taunting, mocking, racist, homophobic or sexist remarks or making comments/threats.
- **Indirect/Emotional:** spreading nasty stories or rumours, producing offensive graffiti, not talking to someone, deliberately leaving people out, deliberately avoiding people e.g. not sitting or lining up next to someone. Encouraging others to do the same.
- **Cyberbullying:** sending abusive texts/pictures/emails and being abusive in chat rooms or on social networking sites, hacking into accounts online using internet enabled devices.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied? Prejudice Related Bullying**

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not appropriate, as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent.

Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

### **Where does bullying take place?**

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### ***Cyberbullying***

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion from a group
- Excluding someone from an online game
- Mocking someone for their ability with an online game
- Threats and manipulation
- Stalking

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

### **What can cause bullying behaviour?**

People bully for different reasons. The reasons could be:

- To feel powerful.
- Jealousy.
- To feel good about themselves.
- To be in control.
- Because they want something (attention, possession or friends).
- To look good in front of other people.
- To feel popular.
- To be big/clever.
- Just for fun.
- Because they are being bullied themselves.
- Because they are insecure or anxious themselves.
- Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way).

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people.) This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The systems of reporting in our school:

- Children and young people in school are encouraged to confide in the class teacher or another trusted adult in school/or at home that they feel comfortable talking to.
- Parents/carers are encouraged to inform the class teacher /SLT to make them aware of any unreported incidents (please see Role of Parents Appendix One).
- All staff and visitors are asked to report and record any incidents using CPOMS and is logged on the anti-bullying log.
- Bystanders are encouraged to inform an adult in school/or at home that they feel comfortable confiding in.

## **Procedures**

All reported incidents will be taken seriously and investigated, involving all parties. We strive to do the following:

- Interviewing all parties concerned to gain the full picture.
- Parents of the bully/suspected bully are invited to discuss the issue. In extreme cases children may be separated during the day until this meeting takes place to ensure the wellbeing of all involved.
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- Referral to Behaviour policy and school sanctions and how these may be applied- including what actions may be taken if bullying persists.
- Follow up any incidents, especially keeping in touch with the person who reported the situation and parents/carers.
- Support for both the victim and the bully.

**(See Appendix 2 for Recommended Procedures in School for Reporting Bullying)**

## **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident and this will be shared with the SLT.

Information stored on CPOMS and in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

The policy will be reviewed and updated every two years.

## **Strategies for Preventing Bullying**

As part of our ongoing commitment to the safety and welfare of our pupils, we at St Erme with Trispen Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies both as part of the curriculum and across the whole school including and celebrating good behaviour and achievements.

- Sharing and enforcing our school rules of Ready, Respectful and Safe
- Involvement in PSHE including the Anti-bullying Units
- Involvement in Healthy Schools and British Values
- Anti-Bullying week annually in November
- PSHE/citizenship lessons through the PSHE units of work
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council initiatives

- Parent information events and workshops
- Staff training and development for all staff

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice (where appropriate) – Linked to our Behaviour Blueprint
- Counselling and/or Mediation sessions within school
- Small group work e.g. Lego Club
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, TIS children, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers
- Parent information events//Family learning
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

#### **Links with other policies**

- Behaviour Policy – Rewards and sanctions, codes of conduct – Behaviour Blueprint
- Safeguarding Policy – child protection
- E-Safety and Acceptable Use Policy
- Equalities Policy (Race, Homophobia, SEN and Disability) – prejudice related crime (homophobia, race, religion and culture and SEN/disability).
- PSHE and Citizenship Policy – strategies to prevent bullying.
- Confidentiality Policy – reporting and recording.
- Complaints policy – guidelines to make a complaint if families are not happy with the schools response.



## **APPENDIX ONE**

### **Role of Parents/Carers**

Parents/Carers have an important part to play in our anti-bullying policy.

We ask them to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If they feel their child may be a victim of bullying behaviour, inform school immediately. Their complaint will be taken seriously and appropriate action will follow.
- If a child has bullied their child, we encourage them not approach that child on the playground or involve an older child to deal with the bully. School needs to be informed immediately.
- It is important that they advise their child not to fight back. It can make matters worse!
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- If they know their child is involved in bullying, then please discuss the issues with them and then inform school. The matter will be dealt with appropriately.

### **Role of pupils.**

#### **WHAT CAN YOU DO IF YOU ARE BEING BULLIED?**

- Remember that your silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear. Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff you feel comfortable with.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

#### **IF YOU KNOW SOMEONE IS BEING BULLIED:**

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

APPENDIX TWO  
RECOMMENDED PREOCEDURES IN SCHOOL FOR REPORTING BULLYING.

Child is bullied
<p><b>Step 1</b></p> <p>Pupil personally approaches: Teacher, TA, trusted adult, Headteacher, Peer, Parent, family member.</p>
<p><b>Step 2</b></p> <p>This is shared with the class teacher and they meet with the pupil to discuss the incident and facts. Suggested ways to move forward. If appropriate, suggested bully spoken to separately and reminded about our school rules of Ready, Respectful and Safe and how we treat people in our school.</p>
If bullying incidents continue...
<p><b>Step 3</b></p> <p>Involvement from SLT or designated adult. Further discussion with all victims and witnesses. Victims and suggested bullies parents notified (if not already involved). Strategies suggested and agreed to move forward and stop future incidents. Sanctions for bullying child if needed.</p>
If bullying incidents continue...
<p><b>Step 4</b></p> <p>Further review meeting with parents of victim and bully to update on the current issues and measures being taken.</p> <p>Bulling child may be removed from class if necessary and stay inside supervised during break and lunchtimes.</p> <p>Seek advice from outside agencies to support children from both sides of the situation</p> <p>Further sanctions following our behaviour policy, including isolation, reduced time table and exclusion (depending on the nature of incidents taking place.)</p>
<p><b>Step 5</b></p> <p>Headteacher to share information with Chair of governors, CCC.</p>

## APPENDIX THREE

St Erme with Trispen School bullying incident form					
Date of incident				Time of incident	
Nature/Type of incident: (Please tick)					
Extortion				Personal possessions taken/damaged	
Isolation/Being ignored or left out				Forced into something against will	
Physical				Written	
Verbal (Name calling, Taunting, Mocking)				Spreading Rumours	
Cyber (Email, Internet, social media, text)				Other (please specify)	
Details of Young people involved:					
	Names	Year group	Gender	Ethnic origin code	Role*
1					
2					
3					
4					
5					
6					
* Role: <b>V</b> Victim. <b>R</b> Ring Leader. <b>A</b> Associate. <b>B</b> Bystander					
Location of the incident (Please tick)					
Classroom				On the way to school	
Playground				Toilets	
Corridor				At home (cyber bullying)	
Other					

If you feel the incident was motivated by any of the following (please tick)			
Appearance		Race/Ethnic origin	
Disability/SEND		Sexual orientation	
Gender/Sexism		Home circumstances (including looked after children/Young person.	
Religion			
Brief summary of the incident (continue on separate sheet if needed)			
Action taken:			
Form completed by:		Date:	