Sheepy Magna Church of England Primary School

Anti-Bullying

Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Last Reviewed – March 2025

Next Review Date – March 2026

Working together as a family for all to flourish

Rationale

We are a community that is together; one that nurtures, values and encourages all the children within our care; we are a family that provides every child with enriching opportunities to shine. Most of all, we work together as one to ensure that everyone is cherished and supported to succeed and flourish. We have a strong belief that all things are possible, if there is faith, hope and love.

We would expect pupils to feel safe in and out of school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

We aim to prevent bullying in all its forms by ensuring that all pupils feel empowered to report any behaviour of others which falls short of the school's expectations, working alongside the school's behaviour policy to manage behaviour which is judged to by bullying. In addition, we aim to support every pupil to develop an age-appropriate understanding of British values and equality law and how these relate to bullying.

What is Bullying?

The School Council at Sheepy have defined Bullying as deliberately hurtful behaviour. We have concluded that it is often repeated behaviour which can be only short momentary incidents, building up over a period of time. It is not about falling out with friends.

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years. The ABA defines bullying as: '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 target to defend themselves.
- It is usually persistent.

Types of bullying behaviuor:

Verbal

- name calling, taunting, mocking, making offensive comments, threats, belittling

Physical

- physical assault – pushing, poking, kicking, hitting, biting, pinching etc
- taking or damaging belongings

Cyber / Online

- inappropriate text messaging and e mailing
- sending offensive or degrading images by phone or via the internet

Emotional

- producing offensive graffiti; gossiping and spreading hurtful and untruthful rumours; excluding people from groups; hiding belongings; intimidation etc

Sexual

- unwanted physical contact; inappropriate touching; abusive comments; homophobic abuse; exposure to inappropriate films images etc

Bullying can also include:
Baiting - both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.
Banter -'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
Types of Banter
• Friendly Banter- There's no intention to hurt and everyone knows its limits
• Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
• Malicious Banter- Done to humiliate a person-often in public

Specific types of bullying behaviour include:
Under the Equalities 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 disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

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 are taken equally seriously and dealt with appropriately.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Cyberbullying
Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:
• hacking into someone's accounts/sites
• Posting prejudice /hate messages
• Impersonating someone on line
• Public posting of images
• Exclusion
• Threats and manipulation
• Stalking

We will ensure that our children are taught safe ways to use the internet (see our acceptable use policy) and encourage good online behaviour.

Child on child abuse
Staff are made aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:
• bullying (including cyberbullying);
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence and sexual harassment;
• sexting (also known as youth produced sexual imagery);
• initiation/hazing type violence and rituals.

All staff should follow the school policy and procedures with regards to child on child abuse.

Possible signs and symptoms of bullying may be:

- A fear of walking to and from school
- Change in usual routine
- Unwillingness to come to school
- Truanting
- Withdrawn, anxious or lacking in confidence
- Stammering
- Crying at night and has nightmares; may wet the bed
- Feels ill in the morning
- Deterioration in work
- Damaged clothes or books
- Has possessions go missing
- Asking for money or starts stealing money
- Has unexplained bruises
- Becoming aggressive, disruptive or unreasonable
- Is bullying towards other children or siblings
- Loss of appetite
- Is unwilling to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy.

Roles and Responsibilities
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 Officer who will have general responsibility for handling the implementation of this policy. The anti-bullying coordinator is chosen by the pupils.

The Headteacher is responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Managing the reporting and recording of bullying incidents
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate

The School Council vote on the designated member of staff who they feel they want to be the **"anti-bullying officer"**. The Anti-bullying Officer responsibilities are:

- Coordinating strategies for preventing bullying behaviour
- Reviewing the effectiveness of reporting strategies such as the worry wallets
- Being a friendly face for all pupils to talk to
- Liaising with members of staff in order to support pupils and solve problems

The members of staff with the responsibility for Anti-bullying (Behaviour) are: Sam Andrews and Linda Goadby.

Reporting and Responding to Bullying
Procedures
All reported incidents will be taken seriously and investigated involving all parties.

- Interviewing all parties
- Informing parents
- A range of responses appropriate to the situation: - solution focused, restorative
- approach, circle of friends, individual work with target, 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 especially keeping in touch with the person who reported the situation, parents/carers
- Support for the target and the bully.
- Police involvement (e.g. if a crime has been committed)

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be notified to and held by the Headteacher.

The information we hold will be used to ensure individual 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 presented to the governors in an anonymous format as part of the Headteacher reports to the full Governing Body.

Actions to Tackle Bullying
We operate a "prevention is better than cure" approach. It is essential that we be vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. We have an Anti- Bullying Day annually in order to inform and

consolidate. Bullying is also addressed through the curriculum, particularly through Circle and Discussion Time.

Our prime concern will be the support and protection of the target as well as every attempt being made to help the bully to change their behaviour.
Actions will continue until the issue is satisfactorily resolved and the bullying ceases. The actions will be reviewed and modified should the bullying continue.

School Council will ensure that each class has a "**Worry Monster**" so that all children can report incidents anonymously. It is the responsibility of the class teacher and the Anti-Bullying Officer to check these and report to the member of staff responsible. The School Council will be made aware of any general issues that they will be able to discuss and offer solutions for. **School Council** will include bullying on their agenda regularly.

There is a school code of conduct which has clear guidelines of appropriate behaviour. This is reinforced regularly and displayed in the Hall. We call it our 'RESPECT' code. This code of conduct is also enforceable outside of the school. If an incident occurs outside of the school day and the school grounds, once it has been reported to school, the incident will be treated the same as if it happened in school: the target can expect the same support and the perpetrator can expect the same sanctions.

We are a listening and telling school. This is the message that will be promoted at all times and with all audiences. There is an agreed collective responsibility to report or discuss incidents, regardless of involvement.

Targets need to feel secure in the knowledge that assertive behaviour and even walking away can be effective ways of dealing with bullying.

We have Playground Pals who help children to play cooperatively with one another. In addition, our supervisors are asked to be vigilant and to pass on information to teachers. We have a playtime log to monitor behaviour and spot patterns.

What should pupils do if they are being bullied?
If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)
- Tell a friend
- Tell your School Council rep or Anti-Bullying Team
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry monster'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given.

Parental Involvement
The parents of bullies and their targets will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school or certain times in the day, such as lunchtimes). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviours.

What should parents do if they have concerns?

Report bullying incidents, initially, to the class teacher, or Anti-Bullying Officer (Mrs Andrews / Mrs Goadby).

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

Strategies for Preventing Bullying

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values and within all subjects
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons and cross curriculum themes.
- Celebration events. E.g. Achievement assemblies on Fridays
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Well-being support
- Small group work
- Random mixed ability pairing
- Support for parents/carers
- Parent information-on the school website / newsletter
- Support for all school staff

Monitoring and Evaluation of the Policy

The Governing Body and the Senior Leadership Team will monitor incidents through staff meetings, discussions with staff, children and parents as well as the responses to annual questionnaires. The Headteacher will report and serious incidents to through her termly report to Governors.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers and children. Pupils contribute to the development of the policy through the school council.

The school council will develop a pupil friendly version.

Related Policy/Guidance

DfE: "Bullying: Don't Suffer in Silence."

Behaviour Policy; Child Protection Policy; Acceptable Use Policy; Equalities Policy; Complaints policy; Confidentiality Policy