



Stoke Prior First School

Anti-bullying Policy

Aims

Everybody, whatever their race, gender, beliefs, physical and intellectual abilities has the right to develop in an environment which is free from harm and in which everyone feels safe to learn.

At Stoke Prior First School we aim to provide an environment where

- everyone feels cared for, valued and respected for what they are.
- pupils can learn in a supportive, caring and safe environment without fear of being bullied.
- there is a common, shared view of what is meant by bullying
- everyone is vigilant to the possibilities of bullying
- pupils feel safe in reporting incidents
- any reported or observed incidents are acted on quickly and effectively.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Stoke Prior First School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child

protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with several school policies, practices and action plans, including:

- Behaviour Policy

- Safeguarding and Child Protection Policy
- School Code of Conduct
- Acceptable Use Policies
- Curriculum policies such as PSHE/RSHE and computing
- Online Safety (including mobile and smart technology) policy
- School's Vision and Values.

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and on-teaching staff to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of Bullying

Bullying is defined as being an abuse of power - that is, a more powerful person or group will be intentionally causing harm, physically, emotionally or psychologically, to a less powerful person or group persistently over a period of time.

This definition has been adopted as a result of consultation with pupils, staff and parents.

It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying. Neither is it bullying when two children of the same age and/or strength have the occasional fight or quarrel.

The definition of bullying is made more difficult in First Schools where some of our youngest children are still learning social rules and in some situations use aggression when they could be using words.

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This 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.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week'

is held to further raise awareness.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School Values and Golden Rules

Our School Values and Golden Rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.

School Values: Responsibility – Respect – Teamwork – Reflection

Golden Rules: We are gentle, we are kind and helpful, we listen, we are honest, we work hard, we look after property

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Our Response to Bullying

It is important that anyone who thinks that they are being bullied should feel confident to tell someone else, and to know that they will be listened to. Telling someone is a strong choice to make.

Whilst being constantly vigilant sometimes incidents may occur which have not been seen by staff, in this case we rely on parents informing us straight away if their child has spoken of incidents which come under the definition of bullying.

The Pastoral Approach (Restorative Justice)

At Stoke Prior First School we take the pastoral approach as a positive way of dealing with inappropriate behaviour including bullying. We cultivate the environment of the “listening school.”

The principles of this approach are that those involved in a situation where harm has occurred are able to look at what harm has been caused and how people have been affected. the victim’s needs are addressed, bullies are encouraged to take responsibility for their actions and all those affected by the incident are involved in looking at what needs to be done to put things right. This approach takes time but the results are life changing.

For this approach to work the following principles are adhered to

- All people should be treated with respect.
- Feelings, needs and rights should be considered.
- The importance of communication is recognised.
- There is a willingness to listen to another’s viewpoint or perspective.
- The importance of making an apology is recognised.
- The focus is on solving problems.
- All those affected by an incident are involved in a decision about next steps.
- As far as possible, the physical and emotional harm is repaired.

How is this Approach Implemented?

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the headteacher.
- The headteacher will interview all concerned and record the incident.
- Parents will be informed and involved in the process.
- An intervention / modification strategy will be agreed.
- A monitoring period will be set up.
- A review will take place.
- As a result of the review the matter will be closed or a further cycle of modification will be set up.

Strategies used at Stoke Prior First School for creating a Bully- free Zone

- Vigilance and constant monitoring by staff
- Spot checks in secluded locations
- Clear anti bullying policy
- Shared understanding of the term “bully”
- Pupils taught to use the ‘STOP’ strategy (Appendix 1)
- ‘STOP’ Strategy signs displayed around school
- Antibullying week activities and assemblies
- Use of PSHE, Socially Speaking and Circle Time sessions to strengthen social relationships and social responsibilities.
- Ensuring that everyone knows that they will be listened to if they report they have been bullied, or have seen bullying taking place.
- Identifying potentially vulnerable pupils and matching them up to adult mentors and peer buddies.
- Engineering of social situations via seating and grouping arrangements.

Improving the environment by providing playground toys, playground buddies and supervised activities during the longer lunchtime play.

Involvement of Pupils

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas pupils’ views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.

- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

Involvement and Liaison with Parents and Carers

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

Useful Links and Supporting Organisations

- The following links may provide additional support to children, staff or families.
- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Key Contact Personnel

Nominated Member of Leadership Staff Responsible for the policy: Alison Paisley

Designated Safeguarding Lead (s):

Mrs Alison Paisley (Headteacher)

Mr Ian Roberts (Deputy Headteacher)

Miss Megan Lewington (Teaching Assistant)

Named Governor with lead responsibility: Kerri Monaghan (Chair of Governors)

PERSON(S) RESPONSIBLE:	A Paisley
DATE POLICY AGREED:	March 2024
TO BE REVIEWED BY:	March 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)

Appendix 1

What is Bullying?

We say

S Several

S Start

T Times

T Telling

O On

O Other

P Purpose

P People

