

Anti-Bullying Policy

Vision Statement

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and co-operation.



2022 - 2023



Curriculum Intent

Our aim is to provide all of our pupils with a curriculum which equips them with the motivation, aspirations, skills and knowledge to become lifelong learners.

Our curriculum will provide us with:

*Skills to help us communicate with a rich and varied vocabulary;
Time and support to ensure we are fluent readers with a desire to read;
A firm foundation in basic skills so we have the building blocks for our future learning;
Knowledge of the wider world in which we live;
Engaging and enjoyable learning experiences to inspire us;
Friendships, relationships and an understanding of self;
Opportunities to revisit and develop skills to help us excel;
Readiness for the next stage in education and life;
Determination and resilience to achieve our potential.*

Rationale

*We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is **unacceptable** at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.*

We are a TELLING school.

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.*
- *As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.*
- ***Bullying will not be tolerated.***

A Definition of Bullying

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. Bullying is deliberately hurtful. It can come under the term of child on child abuse. It typically has seven elements:-

1. *an initial desire to hurt*
2. *the desire is expressed in action*
3. *someone is hurt either physically or emotionally*
4. *there is an imbalance of power*
5. *it is without justification*
6. *it is typically **repeated***
7. *there is evident enjoyment by those who bully*

Bullying can also stem from thoughtlessness, such as in name calling or stem from institutionalised attitudes, for example in relation to gender or race. That does not make it any less unacceptable.

Bullying can typically take four forms

1. *Physical bullying - hitting, kicking, taking belongings*
2. *Verbal bullying - name calling, insulting, making offensive remarks*
3. *Indirect bullying - spreading nasty stories, exclusion from social groups.*
4. *Cyber bullying - by mobile phone or computer*

Reasons For Bullying

Race

Following the Stephen Lawrence incident, the 1999 MacPherson report defines racist bullying as “any incident which is perceived to be racist by the victim or any other person”

A child or young person may be targeted for representing a group. Attacking the individual sends a message to that group. Incidents can include:

- Verbal abuse – name calling, racist jokes, offensive mockery / mimicry
- Physical aggression or threats
- Wearing offensive or provocative badges or other insignia
- Bringing racist leaflets, comics or magazines into the school or organisation’s premises
- Racist inciting of others
- Racist graffiti or other written insults including against food, music, dress or customs
- A refusal to associate with someone of other ethnic origin in work or play.

For further information and guidance consult the Northumberland County Council anti-racism policy

Religion or Culture

In such cases a victim may be bullied or targeted because of the religion they follow. The forms of bullying will be similar to those listed above for Race.

SEN or Disabilities

Children and young people with special needs or disabilities are often at a great risk of being bullied, both directly and indirectly. The bullying is usually about their specific difficulties or their appearance. This is compounded by the fact that these children and young people may not be able to articulate their experiences.

Appearance or Health Conditions

A person might be bullied due to their appearance for the following reasons:

- They have a distinctive mark on their face for example a birthmark or scars.
- They have a condition which results in some form of disfigurement or affects the way they move/talk;
- Their height
- Their hair colour
- The way they dress can make them stand out from others
- Poor personal hygiene
- They are perceived to come from a particularly poor or wealthy background.

Sexist or Sexual Bullying

Sexual bullying is characterised by the following:

- Abusive name calling
- Looks and comments about appearance, attractiveness, emerging puberty
- Inappropriate and uninvited touching
- Sexual innuendoes and propositions
- Pornographic material
- Graffiti with sexual content

Sexual Orientation

Homophobic bullying is directed towards young people who are openly gay, bisexual, are perceived as gay, or show characteristics often associated with the opposite gender. The bullying is often verbal, but can also be physical and tends to be carried out by groups of people. Sexual name calling, such as calling someone 'gay', can begin in primary school, although homophobic bullying overall is more common in secondary schools.

Recognising bullying

Those who are being bullied may experience:

- Unhappiness
- A sense of desolation and in some cases, desperation
- Reduced self esteem and self worth
- Poor academic performance
- Exclusion from normal social experience
- A strong desire to escape the situation which may result in absconding or truanting

- A desire to self-harm or even to commit suicide

Those who are being bullied may exhibit the following:

- Unwillingness to attend or participate in activities
- Unwillingness to venture into some areas of a building
- Fear of walking to school or of using public transport
- Underachievement
- Books or clothes destroyed
- Possessions and money going missing
- Signs of distress such as crying easily, lack of appetite
- Becoming withdrawn or disruptive and / or aggressive
- Stammering
- Stealing to pay the bully or replace missing possessions
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns
- A marked change in well-established patterns of behaviour

Those who are bullied are often reluctant to say what is wrong or to seek help.

Responsibilities

The member of staff with the responsibility for dealing with issues related to bullying is Mrs Hall, the Headteacher.

The Class Teacher

- Note changes in friendship groups.
- Observe closely the socialisation of new pupils.
- Note instances of withdrawn personality.
- Be suspicious of a sudden drop in achievement.
- Be careful of unintended outcomes when choosing groups or when partner work is involved.

Teachers on Duty/Lunchtime Supervisors

- Patrol areas which are not directly observable.
- Note the occurrence of isolated pupils.
- Observe inappropriate behaviour of pupils in the playground and respond quickly.
- Ensure they are aware of existing issues and regularly monitor identified pupils.

The Headteacher

- Act immediately on parents' suspicions and lead any further liaison work.
- Record all incidents reported by teachers, parents, and pupils.
- Arrange support for both victims and bullies as appropriate.
- Discuss with staff suitable sanctions where necessary.
- Ensure all staff are aware of potential or existing situations between pupils.

Support Staff

- Listen to children when they seek you out to talk about problems.

Emotional Literacy Support Assistant (ELSA)

- Liaise with teaching staff to plan circle time activities relevant to individual classes.
- Provide interventions as required (e.g. Friendship groups or one-to-one behaviour management work)

Administration Officer

- Check on patterns of attendance and lateness, and sickness in school.

Parents

- Report any suspected bullying to the school as soon as possible.
- Support the school staff who are involved in dealing with the situation.

Pupils

- To tell a member of staff if they feel they have been bullied.
- To tell a member of staff if they have seen someone else being bullied.

Prevention

The school works towards preventing bullying in the following ways:

- Participating in National Anti-Bullying Awareness week including providing opportunities for families to work together.
- Discussing bullying issues, encouraging co-operative behaviour and awareness of diversity through assemblies and stories, PSHE lessons/schemes of work.
- Working with children who have bullied (with the support of their families) to change their behaviour.
- Involving staff, children and parents in policy review.
- Provide playground activities to engage children in positive play and discourage 'rough' play.
- Provide regular circle time activities delivered by the Emotional Literacy Support Assistant (ELSA) where issues specific to the class are addressed.

Procedures

Due to the serious nature of bullying, all reported/suspected instances, will be dealt with swiftly and sensitively. Any reported incident should be dealt with within a 24 hour period and reports made back to parents within the same timeframe. This will be achieved by:

- 1. Talking to the child who has been bullied and making a detailed written record of the conversation.*
- 2. Following up the accusations by talking to the child(ren) accused of bullying, again keeping a detailed written record.*
- 3. It may then be necessary, at this point, to talk to witnesses.*
- 4. Informing both sets of parents where bullying has been proven.*
- 5. Taking appropriate action by delivering consequences as outlined in the school's Behaviour Policy.*
- 6. Providing support for the victim, which could be provided by external agencies on the request of the parents.*
- 7. Contacting, if necessary, external agencies (e.g. Behaviour Support, Educational Psychologist, school nurse, police) with regard to the child accused of bullying.*
- 8. Monitoring the situation for a specified period of time.*

Approaches to consequences may differ depending on the nature and severity of the situation, (see Behaviour Policy) Monitoring

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. All school staff will be made aware of these situations.

The Chair of governors will be informed of any proven incidents and the action taken by the Headteacher.

Cyberbullying

Cyberbullying is the targeting of someone through the use of technology. Its emergence brings about a new set of challenges because online bullying transcends the school environment. Cyberbullying takes place online or through smartphones and tablets and can take place through social networking sites, messaging apps, gaming sites and chat rooms.

When cyberbullying is reported to the school we will:

- 1. Provide the child being bullied with support and reassurance and inform their parents of the situation.*
- 2. Advise the parents on how to keep relevant evidence for investigations. (e.g. taking screenshots, printing webpages and not deleting phone messages).*
- 3. Advise on reporting mechanisms (e.g. how to report on specific sites or more generally via Click CEOP or school 360) and this may include the police, depending on circumstances, or mobile phone providers in the case of text messaging.*
- 4. Provide advice for making sure it does not happen again. This can include changing passwords, contact details, blocking profiles on social networking sites.*
- 5. Ensure that the young person does not retaliate or reply to the messages.*

6. Investigate the claim fully and work with the parents of the child who has perpetrated the online bullying.
7. Provide additional, targeted e-safety lessons for the class/year group.

To protect against cyberbullying in school, we have a filtering and monitoring system. All children have individual log-ins and must sign an Acceptable Use Policy (AUP) which is sent home to years 1-6 in the Autumn term. This policy outlines the consequences of breaking the e-safety rules. Children who do not return their signed AUP will not have access to computers or iPads in school.

Operation Encompass

Domestic violence is a form of bullying which may be witnessed by pupils. The school has named contacts for the Operation Encompass programme and receive notification of any incident investigated by police where pupils at the school, or their families, are involved.

In addition to this, the school has signed up to the Operation Encompass The Next Steps, which is an education programme delivered by OE staff in schools based on relationships. During delivery sessions, they also provide a 'drop in' facility for adults.

Information Sharing

Records of bullying incidents (including racist incidents) will be kept by the Headteacher, any paperwork generated (e.g. letters to parents/referrals to agencies) will be kept in accordance with the schools Confidentiality Policy. Proven incidents will be recorded on the SIMS information management database, used by all schools in Northumberland, in the individual behaviour record of the child who has bullied. All incidents officially classified as bullying are reportable to the DFE and collected during the annual School Census. This data does not specify names but the type of incident, the frequency of incidents and gender/ethnicity of the children involve.

When pupils transfer to the next phase of education (e.g. Secondary School), staff in the receiving school will be made aware of issues which have occurred.

This Anti-bullying Policy will be made available on request from the school office and to download from the school website.

Additional Information Points

Further information relating to this issue including advice for schools, parents and pupils can be found on the following websites:

www.anti-bullyingalliance.org.uk

www.bullying.co.uk

beatbullying.org

www.kidscape.org.uk/saynotobullying/index.asp