

# Earlsmead Primary School

## Anti-Bullying Policy

<b>Policy summary</b>	Summary of actions and timeline for what needs to take place if there is an incident of bullying. Outlines what bullying is.
<b>Affects</b>	Pupils, Parents & Carers
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<b>Approved by</b>	Headteacher
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<b>Related policies, procedures and forms</b>	Inclusion Policy, Behaviour Policy, Online Policy

## **Earlsmead Primary School Anti Bullying Policy and Procedures**

We are committed to providing a caring, friendly and safe environment for all of our children and adults so that they can learn, play and communicate in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable in our school. If bullying behaviour does occur all children and adults should be able to tell and know that all incidents will be dealt with promptly and effectively. We are a TELLING school and believe that ignoring bullying is wrong.

At Earlsmead anyone who witnesses or knows about a bullying incident has a duty to intervene, to get help and report it.

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies*”, July 2017 and it is recommended that schools read this guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

**Section 89 of the Education and Inspections Act 2006** states that maintained schools **must** have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures **must** be communicated to all pupils, school staff and parents.

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.

### **What is bullying?**

At Earlsmead School we define bullying as any or all of the following:

- a repetitive series of actions by an individual or group which causes fear, anxiety or harm to another person or group of people
- verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves

### **What kind of behaviour constitutes bullying behaviour?**

This is not an exhaustive list but is based on the most common sorts of bullying behaviour.

- Hitting, kicking, pushing, threatening
- Nudging, whispering, sniggering, facial expressions, gestures
- Making someone do something that they don't want to do
- Putting someone down (belittling or embarrassing or humiliating)
- Being domineering or controlling (bossy)
- Forcing someone to be your friend – making it uncomfortable or risky for them if they are not
- Making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, gender, accent or family
- Making sexist or sexually abusive comments

- Using homophobic language as insults, putting people down on the basis of sexuality, chosen gender or the sexuality of family members
- Online or cyber bullying e.g. posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs

### **What kind of behaviour is not bullying?**

This sort of behaviour is unpleasant and will be appropriately dealt with but is not necessarily bullying (repeated and where there is an unequal power dynamic)

- Occasional loss of temper
- Hurting by accident
- Teasing or having a joke which is received in good spirit
- Falling in and out with friends
- Minor disagreements
- Not being friends with someone, not inviting someone to your party
- A disagreement between two people of equal strength or qualities

### **Recognising**

We recognise that when bullying takes place some or all of the following features may be present

- It is constant, frequent or repetitive
- It is deliberate
- It is often accompanied by a threat not to tell
- It is not always obvious who the bully is or might be
- It can be a group of people, sometimes led by a bully
- It is often focused on individual differences (colour, size, sexuality, ability, home circumstances)
- It can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing...)
- It is often subtle and not easily detected by adults who could respond
- The bully is usually seen to be more powerful or empowered than the person being bullied (either by being stronger or bigger or older or cleverer or by belonging to a majority group)

### **Vulnerable Groups**

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

- Looked After Children
- 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, non binary or bisexual

### **Preventing**

We are a learning environment and recognise that children need support to understand the impact of their behaviours and to change their behaviours. As a result, 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 cyberbullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

We use various approaches to help prevent bullying. These include:

- Using Circle Time, Restorative Justice and SEAL within the PSHE curriculum to proactively develop an ethos within the school where children are encouraged to value and care about each other
- Discussing and formulating sets of rules around desired behaviours
- Developing greater understanding of Rights and Responsibilities, aiming for UN school's award
- Behaviour contracts
- Curriculum focus through art and literacy
- Posters around the school and Anti Bullying display
- Assemblies and class stories
- Discussions within class about bullying and its consequences for both parties
- Anti bullying week
- Learning mentors
- INSET

### **Behaviour Policy**

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

### **Taking action**

We will ensure that incidents are dealt with promptly, fairly and consistently in order to stop it quickly and effectively.

- Any pupil or member of the wider school community, who witnesses or is aware of any incidents of bullying, has a responsibility to report it to a member of staff.

- Any staff member who witnesses or is made aware of an incident of bullying has a responsibility to gather as much information as possible, straight away from the person being bullied and any other possible witnesses.
- If the member of staff is not the class teacher they must report the incident (with the information that they have gathered) to the class teacher.
- The class teacher must discuss the matter with their phase or SENCo and keep the assistant head informed of the issue. In discussion with the class teacher, the phase leader or assistant head may take the lead in investigating the matter
- The incident must be fully investigated within two working days
- A record of exactly what has happened and careful notes on each stage of the investigation must be kept
- All teaching staff and support staff must be informed about the incident in order for them to be vigilant and responsive
- The parents / carers of the bully and the person who has been bullied must be contacted by telephone or in writing in order to enlist their support, to inform them of the issue and of the impact of their child's behaviour and possible consequences if it continues. They may be invited in for a meeting to discuss the problem
- After this meeting a follow up meeting or call should take place to ensure no further incidents have occurred.
- Where appropriate, enlist peer support by explaining to the whole class what has happened and what they can do to help
- Explain the consequences of the incident(s) to all parties concerned
- Ensure that the learning mentors are informed and if appropriate, are able to work both with the bully and the person who has been bullied either together or separately in a one of session or over a period of time
- The situation will continue to be monitored by relevant adults in order to ensure that repeated bullying does not take place.
- A summary of incidents of bullying will be reported to the local authority by the assistant or deputy head

### **Signs of Bullying**

Staff should be vigilant (especially in case of vulnerable groups cited above) 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, and reported 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.

**This policy is reviewed annually in the autumn term by teaching and support staff. Relevant elements of it are shared in an age appropriate way with children throughout the year. The policy is available to parents and carers on the school website or in hard copy from the school office.**