Sunnybrow Primary School

Anti-bullying policy

Introduction

Head Teachers must by law have a policy to prevent all forms of bullying among pupils. This policy must comply with the Human Rights Act 2000/Equalities Act 2010.

Statement of Intent:

Sunnybrow Primary School is completely opposed to bullying and it will not be tolerated.

We believe that children have the right to learn in an environment which is free from fear and intimidation. Bullying of any kind is unacceptable and is not tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. At Sunnybrow we strive for equity for all. Everyone has a right to be treated with mutual respect and pupils who are bullying others need supported to learn different ways of behaving. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy aims and objectives. Our anti-bullying policy outlines how instances of bullying will be dealt with by the school and strategies put in place to prevent occurrences of bullying. These strategies, such as learning about mutual respect and difference as part of the school's curriculum and fostering strong respectful relationships, aim to promote an inclusive, tolerant and supportive ethos at the school.

This policy document also takes into account duties and responsibilities that arise from the Equality Act 2010 and the statutory government document, Keeping Children Safe in Education 2024.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's responses to bullying. Under section.89, our school must have measures in place encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents. All staff, parents/carers and pupils will work together to prevent and reduce any instances of bullying at our school. There will be a zero tolerance policy in place at Sunnybrow Primary School. This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools' This policy operates in conjunction with the following policies:

DfE (2023) Working together to Safeguard Children

DfE (2024) Keeping Children Safe in Education

- Behaviour Policy
- Online Safety Policy

• Child Protection and Safeguarding Policy

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care has caring responsibilities. It might be motivated by actual difference between children, or perceived differences.

Bullying is acted out through the following mediums:

Verbal – name calling, mimicry, teasing, insulting, spreading rumours, swearing, and making threats.

Physical – any unwanted or inappropriate touching, physical intimidation, hitting, pushing, kicking, pinching, poking, damaging or taking of belongings, deliberate pushing and shoving, threats of violence and extortion.

Emotional – spreading rumours, deliberate exclusion from groups, tormenting, ridiculing, isolating, refusing to work with another pupil, revealing personal information, threatening, inciting or coercing others to treat an individual in a manner that could be considered bullying.

Cyber – threats and intimidation, harassment/'cyber-stalking', defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. (It can include messages intended as jokes, but which have a harmful or upsetting effect.)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report others behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, and building respectful relationships is at the heart of this. It is the responsibility of the Governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-bullying policy from the moment a pupil enters our school and throughout their time at Sunnybrow Primary. They are:

-Every pupil is a ***unique*** pupil, who is constantly learning and can be resilient, confident, capable and self-assured

-Pupils learn to be strong and independent through ***positive relationships***.

-Pupils learn and develop well in ***enabling environments***, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers

-Pupils learn and develop in different ways and at different rates, including pupils with special educational needs and disabilities.

Our key aims are:

● To ensure that all children and adults within school have a common understanding of what bullying is and act together on this issue

● To create an environment which fosters positive respectful relationships and discourages bullying and all unpleasant behaviour towards others

● To ensure that all children feel safe, to learn, play and enjoy the company of others

● To ensure that all children are treated fairly with respect and dignity

● To give every child a voice through restorative conversations to ensure that we listen carefully to what children have to say and treat all children's accounts with due seriousness

● To deal with all incidents of bullying and harassment sensitively, fairly and appropriately.

● To seek to involve and inform parents in all areas of its anti-bullying work

● To raise awareness of the need for online safety and inform children how to protect themselves.

Roles and responsibilities

It is the responsibility of all staff to be alert to possible harassment of pupils and deal with incidents of bullying as the highest priority.

The governors will (evaluate and review) the anti-bullying policy, and will ensure that it is non-discriminatory.

The head teacher will review and amend the policy, using staff experience of dealing with bullying incidents in the previous year to improve procedures and taking account of new legislation and government guidance. The head teacher will keep a record of all reported incidents and provide appropriate training for staff

members. The head teacher will correspond and/or meet with parents where necessary. They will also provide a point of contact when more serious bullying incidents occur.

Class teachers will be alert to social dynamics in their class and available for pupils who wish to report bullying. They will also provide follow-up support following bullying incidents.

Parents/carers should inform their child's teacher if they are concerned that their child may be being bullied/involved in bullying.

Pupils should inform a staff member if they witness bullying, or are a victim of bullying. They should not respond to bullying by making counter-threats, walking away from any dangerous situations and avoiding involving other pupils in incidents. Pupils should be advised to retain all evidence of cyberbullying as evidence.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

• Being frightened to travel to or from school

• Asking to be driven to school

• Unwillingness to attend school

• Truancy

• Becoming anxious or lacking confidence

• Saying that they feel ill in the morning

• Decreased involvement in school work

• Returning home with torn clothes or damaged possessions

• Missing possessions

• Missing dinner money

• Asking for extra money or stealing

• Cuts or bruises

• Lack of appetite

• Unwillingness to use the internet or mobile devices

• Becoming agitated when receiving calls or text messages

• Lack of eye contact

• Becoming short tempered

• Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:

• They have experienced mental health problems, which have led to the child becoming aggravated

• They have been the victim of domestic abuse

• Their academic performance has started to fall, which has meant they are stressed.

If staff become aware of any factors that could lead to bullying behaviours, they will notify the head teacher, who will investigate the matter and monitor the situation.

What do we do when bullying occurs?

All incidents are taken seriously by staff, investigated and concerns are always acted upon.

The emphasis is on a caring, listening approach. Staff have been trained to look at bullying as a group activity, rarely is it simply a case of a bully and a target. Staff look holistically at the incident and identify the different roles played by the children concerned (ringleader, target, reinforcer, assistant, and defender). Every pupil is given a voice via the restorative approach. Each case of bullying is dealt with individually and follow-up action is tailored to meet the individual needs of the children concerned.

Whenever possible, the target will be involved in the decision making process around what happens next and how further bullying incidents can be avoided. Following on from the incident, the circumstances of the bullying is shared with staff and a plan decided upon to take whole school action, to further the development and evolution of our school into a one where no bullying occurs.

When an allegation has been made, the following procedure is followed:

Listen to what has been said.

Establish the facts, gather evidence from relevant sources.

Reassure the child that he or she was right to tell us and that we are here to protect him/her. Talk to all parties separately involved regarding the discussions.

Adopt a no-blame approach to encourage all children to talk about the events.

Both bullied and bullying parties are informed that the situation is being monitored.

Record allegation on CPOMS.

Inform parents of all parties and communicate with parents of victim after two weeks to review the situation and every 2-3 weeks until the situation is resolved.

If concerns remain after two weeks, inform Headteacher and alert via CPOMS. Decide on a course of action (preferably with the target) and decide what support is needed. Types of support we may offer, could be allocating the target a key person (relevant member of staff), with whom they have regular check-ins to discuss developments/issues, or getting outside support, such as from our Parent Support Advisor Julie Bray

Each case will be dealt with on an individual basis, in order to decide how regular these check-ins need to be. Inform staff and decide upon further action that may be required as a whole school. In cases of online bullying, in addition to the above procedure, we ask the child not to respond to the message, image or post and attempt to preserve the evidence of bullying where possible. Then, if necessary, inform the LA/MAT eSafety officer.

NB: any concerns about a child's safety are reported to the DSL immediately

Record keeping:

The teacher who conducted the interviews should write out a brief summary of the incident and this would be recorded on CPOMS.

All incidents of bullying are recorded on CPOMS and the Headteacher also keeps an additional electronical log of all incidents.

Conventional sanctions such as: loss of privileges, may be pursued or further on in the policy are some suggested further actions that may be followed.

CPOMS Bullying Incident Records:

When recording incidents it is important to note:

- Time and dates of incidents
- Individuals involved (ideally within the framing of roles involved - target, defender, etc)
- Type of bullying e.g. physical, verbal, rumour spreading etc
- Whether or not it is a safeguarding issue
- Where bullying has happened.
- What has happened
- How the target/s have been affected (evidence if any injuries)
- Witnesses to the bullying
- If it was targeting something about them e.g. disability, race, faith, gender etc
- Action taken and led by
- What does the target want to happen?
- How effective action taken has been?
- Who knows? Have parents been informed?

Appropriate action to deal with the bully:

If you are satisfied that bullying did take place, help the child to understand the consequences of their actions and warn them that there must be no further intimidation. Inform them of the type of sanction to be used in this instance: missed breaks etc and future sanctions if the bullying continues. Wherever possible, use restorative conservations to try to repair the relationships.

- If possible, try for reconciliation and a genuine apology from the child. This can be in writing to the victim (and/or witnesses if appropriate), or face-to face, but only with the victim's full consent. (Discretion should be used here; victims should never feel pressured into a face-to-face meeting with the bully.)
- Realise that some children do not appreciate the distress they are causing and are willing to change their behaviour.
- Try to reach agreement on reasonable long-term behaviour.
- Prepare the child to face their peer group - discuss what they will say to others.
- Inform parents about bullying incidents and what action is being taken. Face to-face meetings between the teacher/head teacher may be appropriate.
- Head teacher to informally monitor child over the next half term.

Appropriate actions to deal with the victim:

- The class teacher should check informally on a weekly basis for a month after the complaint of bullying.
- The head teacher should check formally the week after the bullying, and again during the same half term.
- If necessary, break up the group dynamics by asking staff to assign places and groupings differently.
- Encourage the victim to tell a trusted adult in school if bullying is repeated. Encourage the victim to broaden their friendship groups and play with others
- Ensure lunch time supervisors are aware of changes in grouping and are vigilant re bullying in all instances.

Follow-up: The progress of both the bully and the victim should be monitored by their teacher/teachers. One-on-one sessions to discuss how they are getting on may be appropriate. If the incidence was sufficiently serious, follow-up correspondence with parents a month after the incidence may be necessary. This should be from the class teacher. Children who have been bullied will be supported by:

- Being listened to (having an immediate opportunity to meet with the head teacher or the class teacher
- Being reassured.
- Being offered continued support.
- Being offered counselling where appropriate.

Preventing child-on-child sexual abuse

The school has a zero-tolerance approach to all forms of child-on-child sexual abuse, including sexual harassment and sexual violence. The school's Child Protection and Safeguarding Policy outlines our stance on addressing child-on-child sexual abuse, and the procedures in place will be adhered to if any instances of sexual harassment or sexual violence be uncovered.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

CYBER-BULLYING (On-line bullying)

We believe that every single child should be taught how to protect themselves in the online world, including beyond the school environment. This policy works alongside our Acceptable Users Policy (AUP) Online Safety Policy, the Behaviour Policy and the Child Protection/Safeguarding policy.

Cyberbullying (On-line bullying) will be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or is likely to suffer significant harm. The school has a zero tolerance approach to cyber bullying.

Bullying outside of the school

Teachers have the power to discipline children for misbehaving outside the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. In all cases of misbehaviour or bullying, the teacher can only discipline the child on school premises or elsewhere when the child is under the lawful control of the staff member. Head teachers have a specific statutory power to discipline children for poor behaviour outside

of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and therefore not under the lawful charge of a school staff member. The head teacher should also consider whether it is appropriate to notify the police or antisocial behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

As a school we acknowledge that:

• Many mobile devices and games consoles offer broadband connections.

• Increasingly children have access to personal devices not covered by network protection and therefore the emphasis needs to be on educating all users as to the risks involved and their obligation to act responsibly while online.

Monitoring and Evaluation

Implementation of this policy will be monitored by the Designated Safeguarding Lead, Headteacher, Deputy Safeguarding Lead and Safeguarding Governor on a termly basis. A report will be provided annually to Governors within the overall report on pastoral care provision. This policy will be evaluated and reviewed on an annual basis.

Review

This policy and procedures will be reviewed annually. Reviewed and completed November 2024