

St Erme with Trispen Community Primary School

Anti-bullying Policy

September 2020

Introduction

At St Erme with Trispen Primary, we aim to provide a caring and inclusive environment where all adults and children respect each other so we can all achieve our full potential.

We aim to provide a safe, caring and friendly environment for all our pupils to ensure that they are able to learn effectively, improve their life chances and help them maximise their potential. We believe that all children should be nurtured through spiritual, emotional, moral, cultural, intellectual and physical development.

Bullying of any kind is unacceptable at our school because:

- Everyone has the right to feel welcome, secure and happy.
- We should treat everyone with consideration.
- If bullying happens it will be dealt with quickly and effectively.
- It is important to tell someone.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and effectively. The school is aware of its legal obligations including the Equalities Act 2010. We are aware of role within the local community supporting parents and working with other agencies outside the school, where appropriate.

Roles and Responsibilities of the School

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 coordinator who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Encouraging supportive playground activities especially during lunchtime.
- Making all staff aware to encourage inclusive playing for all (non English speakers, TIS pupils, SEND pupils, pupils with disabilities).
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.

- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

The **nominated Governor** with the responsibility for Anti-bullying (Behaviour) is: Tracy Carter

Definition of Bullying

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 victim to defend themselves.*
- *It is usually persistent.*

Recognising what Bullying Behaviour looks like:

Bullying generally falls into four main categories:

- **Physical:** pushing, kicking, hitting, pinching, spitting, taking belongings, throwing things, and forcing others to do things against their will and any form of violence and threats.
- **Verbal:** name calling, sarcasm, insulting remarks, taunting, mocking, racist, homophobic or sexist remarks or making comments/threats.
- **Indirect/Emotional:** spreading nasty stories or rumours, producing offensive graffiti, not talking to someone, deliberately leaving people out, deliberately avoiding people e.g. not sitting or lining up next to someone. Encouraging others to do the same.
- **Cyberbullying:** sending abusive texts/pictures/emails and being abusive in chat rooms or on social networking sites, hacking into accounts online using internet enabled devices.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied? Prejudice Related Bullying

Under the Equality 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 disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

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 should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not appropriate, as even if these terms are not referring to a person’s sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion from a group
- Excluding someone from an online game
- Mocking someone for their ability with an online game
- Threats and manipulation
- Stalking

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

What can cause bullying behaviour?

People bully for different reasons. The reasons could be:

- To feel powerful.
- Jealousy.
- To feel good about themselves.
- To be in control.
- Because they want something (attention, possession or friends).
- To look good in front of other people.
- To feel popular.
- To be big/clever.
- Just for fun.
- Because they are being bullied themselves.
- Because they are insecure or anxious themselves.
- Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way).

Reporting and Responding to Bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people.) This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

The systems of reporting in our school:

- Children and young people in school are encouraged to confide in the class teacher or another trusted adult in school/or at home that they feel comfortable talking to.
- Parents/carers are encouraged to inform the class teacher/anti bullying co-ordinator/headteacher/SLT to make them aware of any unreported incidents (please see Role of Parents Appendix One).
- All staff are asked to report any incident and record on CPOMS
- Visitors are encouraged to inform an adult in school/or at home that they feel comfortable confiding in.

Procedures

All reported incidents will be taken seriously and investigated, involving all parties. We strive to do the following:

- Interviewing all parties concerned to gain the full picture.
- Parents of the bully/suspected bully are invited to discuss the issue. In extreme cases children may be separated during the day until this meeting takes place to ensure the wellbeing of all involved.

- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, 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 any incidents, especially keeping in touch with the person who reported the situation and parents/carers.
- Support for both the victim and the bully.

(See Appendix 2 for Recommended Procedures in School for Reporting Bullying)

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded on CPOMS by the member of staff who deals with the incident and this will be shared with the SLT.

Information stored on CPOMS and in school will be used to ensure individuals 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 discussed by staff in regular staff meetings.

The policy will be reviewed and updated every two years.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at St Erme with Trispen Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies both as part of the curriculum and across the whole school including and celebrating good behaviour and achievements.

- Sharing and enforcing our school rules of Ready, Respectful and Safe
- Involvement in PSHE including Anti-bullying Units
- Involvement in Healthy Schools and British Values
- Anti-Bullying week annually in November
- PSHE/citizenship lessons through the PSHE units of work
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council initiatives
- Parent information events and workshops
- Staff training and development for all staff

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice (where appropriate) – Linked to our Behaviour Blueprint
- Counselling and/or Mediation sessions within school
- Small group work e.g. Lego Club

- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, TIS children, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers
- Parent information events//Family learning
- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

- Behaviour Policy – Rewards and sanctions, codes of conduct – Behaviour Blueprint
- Safeguarding Policy – child protection
- E-Safety and Acceptable Use Policy
- Equalities Policy (Race, Homophobia, SEN and Disability) – prejudice related crime (homophobia, race, religion and culture and SEN/disability).
- PSHE and Citizenship Policy – strategies to prevent bullying.
- Confidentiality Policy – reporting and recording.
- Complaints policy – guidelines to make a complaint if families are not happy with the schools response.

Role of Parents/Carers

Parents/Carers have an important part to play in our anti-bullying policy.

We ask them to:

- Look out for unusual behaviour in their children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If they feel their child may be a victim of bullying behaviour, inform school immediately. Their complaint will be taken seriously and appropriate action will follow.
- If a child has bullied their child, we encourage them not approach that child on the playground or involve an older child to deal with the bully. School needs to be informed immediately.
- It is important that they advise their child not to fight back. It can make matters worse!
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- If they know their child is involved in bullying, then please discuss the issues with them and then inform school. The matter will be dealt with appropriately.

Role of pupils.

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

- Remember that your silence is the bully's greatest weapon!
- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear. Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff you feel comfortable with.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

IF YOU KNOW SOMEONE IS BEING BULLIED:

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

RECOMMENDED PROCEDURES FOR RESPONDING TO ALL ALLEGED OR WITNESSED BULLYING INCIDENTS

An incident is reported or witnessed

An alleged or witnessed incident is reported to a staff member.
Form AB0 should be completed by the appropriate member of staff.
Class teacher / SLT informed



Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incident and those involved.
Form AB1 is completed with the victim
Form AB2 completed with the alleged bully
Parents and carers informed / consulted (where appropriate)



Determine outcome of investigation

Complete form AB3 - Factors to help determine if incident constitutes bullying.
If alleged bullying was confirmed log details with SLT
Identify any further actions and/or interventions.
Strategies suggested and agreed to move forward and stop future incidents.
Sanctions for bullying child if needed.
Set review date1 and review date 2 meetings with parents of victim and bully to update on the current issues and measures being taken.



Further monitoring

Bulling child may be removed from class if necessary and stay inside supervised during break and lunchtimes.
Seek advice from outside agencies to support children from both sides of the situation.
Further sanctions following our behaviour policy, including isolation, reduced time table and exclusion (depending on the nature of incidents taking place.)
Headteacher to share information with Chair of Governors / Cornwall Council

Initial Investigation into allegation of bullying - Form AB0

Completed by:	Reported by:
Position:	Position:
Date:	Date:

Form of referral (please tick):	Verbal report	Phone call	Letter	Email
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Child(s) name(S) alleged to be experiencing bullying behaviour	Gender	Age	*Role
*Role: V Victim R Ring leader A Associate B Bystander			

Child(s) name(S) alleged to be engaging in bullying behaviour	Gender	Age	*Role
*Role: V Victim R Ring leader A Associate B Bystander			

Reported account:

Date of incident		Time of incident	
Nature/Type of incident: (Please tick)			
Extortion		Personal possessions taken/damaged	
Isolation/Being ignored or left out		Forced into something against will	
Physical		Written	
Verbal (Name calling, Taunting, Mocking)		Spreading Rumours	
Cyber (Email, Internet, social media, text)		Other (please specify)	

Details gathered to date – see form AB1 and AB2

	Checked for earlier incidents involving same pupil		Notified class teacher
	Individual discussion with pupils involved		Group discussion with pupils involved
	Discussion of incident with peers / class		Restorative intervention
	On-going support / monitoring from staff		Details of action agreed with pupils
	Applied sanctions		Parenting letter / meeting
Any additional action taken			

Factors to help determine if incident constitutes bullying - Form AB3

Incident was bullying if all 3 warning below are confirmed

- Hurt has been deliberately / knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power
 - o target feels s/he cannot defend her/himself, or
 - o perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling / name calling etc)

Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site.

Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children
- teasing / banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for coercion)

Was alleged bullying confirmed?		
Yes	No	Insufficient evidence

Review date 1:	Resolved	
	Unresolved	
	Further intervention needed	
	Further monitoring needed	
Review date 2:	Resolved	
	Unresolved	
	Further intervention needed	
	Further monitoring needed	

Signed:

Date:

Anti-Bullying Incident Form AB1 (to be completed with the victim)

Name of Pupil:

Date of Reported Incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground	Classroom	Hall	Toilets	On the way to school
On the way home from school	Out of school	Other (plesae specify)		

Were there any witnesses?

What, if anything, have you done about it already?

Comments from parents:

Action to be taken:			
Action	Time frame	Lead person	Review date Review of action

Follow up action checklist: Victim

Has the victim had the chance to say what happened?	Yes / No
Has the victim had an opportunity to talk to the person doing the bullying about how they feel?	Yes / No
Has the victim been given support to make sure they feel safe and gain confidence?	Yes / No
Has a date been set to review the situation to make sure it has been sorted?	Yes / No
Has the school put things in place to try and stop it happening again?	Yes / No
Have the victim's parents / carers been involved?	Yes / No
Will the victim be offered extra support if they need it?	Yes / No
Has the victim been informed of the outcomes and actions taken?	Yes / No
If no bullying has taken place or there is insufficient evidence, is there clear actions to re-assure and meet the needs of those concerned?	Yes / No

Signed

Pupil:

Parent:

Staff member

Anti-Bullying Incident Form AB2 (to be completed with the person accused of bullying)

Name of Pupil:

Date of Reported Incident:

What happened?

How often has it happened? Has it happened before?

Who was involved?

Where did it happen?

Playground	Classroom	Hall	Toilets	On the way to school
On the way home from school	Out of school	Other (please specify)		

Were there any witnesses?

What, if anything, have you done about it already?

Comments from parents:

Action to be taken:			
Action	Time frame	Lead person	Review date Review of action

Follow up action checklist: Bully

Has the pupil been given a chance to explain the reasons why they bullied?	Yes / No
Has the pupil been told that what they are doing is wrong and that they will be given a punishment?	Yes / No
Has the pupil listened to how the victim feels?	Yes / No
Has the pupil been given time to reflect?	Yes / No
Has the pupil said sorry?	Yes / No
Has the pupil been supported through a restorative approach to consider how they can change their behaviour?	Yes / No
Has the pupil identified someone they trust to talk about how they are feeling?	Yes / No
Has the pupil been encouraged to develop their hidden talents and skills?	Yes / No
Has the pupil been given opportunities to develop friendships and join clubs?	Yes / No
Have parents / carers been involved?	Yes / No

Signed

Pupil:

Parent:

Staff member