



Anti-Bullying Policy

We define bullying behaviours as:

“Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

We look for key factors when identifying bullying behaviours:

Ongoing: the behaviour is not a one off.

Targeted: the behaviour was not an accident or incidental.

Power: there is an unequal balance of power.

This policy was agreed by the Local Governing Body	
DATE APPROVED	Autumn 2023
REVIEW DATE	Autumn 2025
POLICY AUTHORS	Staff, Parents, Governors and Children of Standlake
VERSION	2

Statement of Intent:

Our school vision is for children to have, 'Roots that Strengthen. Branches that Reach. Fruit that Flourishes'. We are committed to providing a happy and safe environment so they can flourish in their learning and play. Therefore, we recognise the seriousness of bullying behaviours and the impact they can have on children's well-being.

It is instinctive to call those who show bullying behaviours towards others "bullies", and those who are targeted as "victims," but this may have unintended consequences. It can influence the way others see and treat them. Once labelled, it is very difficult to lose that tag. Labels have a huge impact on an individual's self-esteem. When a person hears something about themselves often enough, they eventually start to believe it and act accordingly.

Instead of labelling, we should focus on the behaviour exhibited because it is the behaviour we don't like, not the person. That is, instead of calling someone a "bully," we refer to what they have done as showing bullying behaviours. Instead of calling someone a "victim," refer to them as "the one who has experienced bullying behaviours".

Unkind, mean or bullying behaviours of any kind are unacceptable and will not be tolerated in our school. We take all incidents of reported bullying behaviours seriously.

At Standlake Primary School, we acknowledge that bullying behaviours happen from time to time. When bullying behaviours occur, everyone should be able to tell someone about them and know that incidents will be dealt with promptly and effectively. We actively encourage those who witness bullying behaviours to report them. The aim of this policy is to try to prevent and deal with bullying behaviours.

Bullying behaviours can be one or some of the following:

- **Emotional:** e.g., unfriendly, excluding, tormenting, ridicule, humiliation, ignoring
- **Verbal:** e.g., name-calling, sarcasm, spreading rumours, threats, teasing, *graffiti*
- **Physical:** e.g., pushing, kicking, hitting, pinching, biting, spitting
- **Racial:** e.g., racial taunts, making fun of culture and religion
- **Sexual:** e.g., unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/or focusing on the issue of sexuality
- **Online/cyber:** e.g., offensive text messages, emails and websites
- **Discriminatory:** comments, gestures or actions related to being different

Note: More than one of these bullying behaviours can happen at the same time.

Bullying outside of school:

Bullying behaviours can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. Staff, parents/carers and pupils must be vigilant to bullying behaviours outside of school, including online/cyber bullying and report it in the same way that they would if they witnessed bullying behaviours in school. We will follow the same procedures (see 'Dealing with an Incident') when it becomes apparent that bullying behaviours that have taken place outside of school are affecting members of our community. Bullying behaviours will not be tolerated, whether they take place inside or outside of school.

We understand that there are different roles within bullying:

Ring-Leader: the person, who through their social power, can direct bullying behaviour

Assistant/Associates: who actively join in the bullying behaviours

Reinforcer: who give positive feedback to the person demonstrating bullying behaviours

Outsider/Bystander: who stay back or stay silent and thereby appear to condone or collude

Defenders: who try and intervene to stop the bullying or comfort children who experience it

Strategies for the prevention and reduction of bullying behaviours:

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment, with the aim of reducing the opportunities for bullying behaviours to occur. These can include:

- Creating a positive environment with high expectations, with our school values as the foundations to our behaviour: courage, compassion, tolerance, thankfulness, honesty, love and forgiveness.
- RPHSE (Relationships, Personal, Health & Social Education) curriculum (Jigsaw) from Reception to Y6.
- Awareness raising through regular assemblies, including national Anti-Bullying Week
- Differences and diversity are celebrated across the school.
- Praise and rewards to reinforce good behaviour.
- Playground initiatives to minimise opportunities for bullying behaviours.
- Involving the whole school community in writing and reviewing this policy.
- Producing a 'child speak' version of the policy (*see Appendix A*).
- Restorative Approaches when bullying behaviours occur, either 1-2-1, small group or whole class, as appropriate to help children understand the emotional impact of bullying behaviours and lessen the likelihood of them being repeated.
- A confidential 'Worry' box where children can write and post their concerns and ideas.

- Regularly reinforcing the message for children to talk/tell an adult if they are unhappy.
- Setting up of a 'Circle of Friends' support network where a small group of children volunteer to help and support an individual experiencing difficulties.
- Undertaking annual questionnaires and surveys to monitor whether bullying behaviours are happening in the school, and the effectiveness of the Anti-Bullying policy and review accordingly.

Signs and Symptoms:

We recognise that the following may suggest that someone is experiencing bullying behaviours:

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- school refusal
- being unkind to other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawal or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it difficult articulating their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases, potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body - some may refuse to change for PE
- seems afraid to be alone and requires more adult interaction

This is not an exhaustive list and other signs and symptoms may present themselves. Also, these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Dealing with an Incident:

All staff will respond confidentially, calmly and consistently to any allegations and incidents of bullying behaviours. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

If a parent thinks their child is experiencing bullying behaviours, or their child tells them they are, they should speak to the class teacher in the first instance. Most of the time, they are in the best position to give or find out the context of the situation. This should be done so in a calm and respectful manner, with an understanding that it may take a bit of time to unpick what has happened. We will strive to ensure it is addressed within 48 hours.

Context:

Staff will try to ascertain what has happened by speaking to all those involved, ensuring everyone has an opportunity to have their say. Questions asked will include: *Tell me what happened. Why do you think this might have happened? How are you feeling? Has this happened before? What would you like/need to happen now? Is there anything else you want/need to tell me?*

Resolution:

Once the adult has got a clear picture of what happened, they will try to find a resolution by speaking to those involved individually or collectively. Staff will attempt to adopt a problem-solving approach, which will move children on from the incident. They will explain that they have listened to everyone, summarise what has happened, check for accuracy/agreement and outline the appropriate actions and consequences (see below) they believe are needed and what they need to happen to end bullying behaviours or threats of bullying. Staff will reinforce to those involved that their behaviours are unacceptable.

We will try to resolve an incident within 48-working-day-hours and will aim to have updated those involved (parents and children) within this time. However, there may be times when longer is needed due to the nature of a specific incident.

Actions and Consequences:

We aim to be fair and consistent in how we manage unkind, mean, and bullying behaviours. Generally, we take a three-step approach to our actions and consequence, always looking to ensure there is an element of support for those affected, re-education of behaviours that are acceptable and those that are not and consequences for poor choices.

Level 1: Time out & Thinking Time. Back of Playtime Book. Miss playtime/activity. No Tuck Shop.

Level 2: Parents spoken to by teacher: phone call, beginning/end of school or meeting.

Reflection Sheet (*Appendix B*) /Thinking Time with an adult.

Behaviour Plan, with a home and school agreement.

Level 3: On Report: Daily record of behaviour and report to Senior Leader every day.

Not allowed to do school fun activities, visits, clubs and events.

Teaching and learning programme to improve behaviours.

Sent home for bullying behaviours (exclusion). Contract with parents.

Note: These three-levels are a guide, rather than a rigid, prescriptive sequence of actions. There may be times when staff will need to use their professional judgement and take a blended approach to these consequences. There may also be times when staff knowledge of an individual's needs, requires a different course of actions due to their or the child and/or their family's needs.

Reporting:

1. If it is a child who reported the bullying behaviours, they will have been part of the resolution process, so will know the outcome of the resolution.
2. If it is a parent who has reported the bullying behaviours, a member of staff will feedback (to parents of those involved) on the 'context' & 'resolution', including explanations of resolution actions.
3. Behaviours deemed to be bullying will be recorded online, on our Safeguarding record system, CPOMS (*Appendix C*).
4. If appropriate, all staff will be made aware (via internal communication systems) of the incident and be asked to monitor the interactions and behaviours of individuals or groups.
5. Incidents where serious bullying behaviours have been found to have taken place will be reported to the safeguarding governor by the headteacher in their termly written or verbal report.
6. If necessary and appropriate, the Lead Safeguarding member of staff in school, Social Services or police will be consulted.

Reviewing:

After an appropriate period of time, a member of staff will check in with the child and/or parent to ascertain how they are now feeling and if there has been a recurrence of the bullying behaviours. This review will be noted on CPOMS.

Appealing:

If the child or parent is not happy with the outcome of the resolution and/or the bullying behaviours persist, they should arrange to meet with the headteacher. If satisfactory resolution cannot be found this way, the parent may wish to consider following the school's Complaints Policy.



Roots that strengthen.
Branches that reach.
Fruit that flourishes.

Unkind, mean and bullying behaviours can stop you from flourishing:

Unkind



*When someone says or does something upsetting,
not on purpose and just once*

Mean



*When someone says or does something upsetting,
on purpose and once or twice*

Bullying



*When someone says or does something upsetting,
on purpose and keeps doing it,
even when you have asked them to stop.*

Following our school values...



Celebrate Differences



Be Kind



Lasting Friendships



Tell Someone



Help Someone



Be Truthful



Move On

...and stay happy and safe in school and flourish!

Is someone being **unkind**, **mean** or **bullying**?

<p>Physical</p> <p>Hitting/Pushing/Pinching</p> <p>Kicking/Tripping/Spitting</p> <p>Stealing, Hiding, Breaking Things</p> <p>Touching (Think PANTS)</p>	<p>Verbal</p> <p>Name calling/Teasing</p> <p>Telling lies/Threats/Swearing</p> <p>Racist comments</p> <p>Laughing (unkind)</p>
<p>Social</p> <p>Leaving people out on purpose</p> <p>Spreading rumours</p> <p>Ignoring</p>	<p>Cyber (online)</p> <p>Upsetting messages</p> <p>Sending pictures</p> <p>Group comments</p>

Tell them to STOP.



Tell an adult (or write a Worry Note)



Tell someone...



What will an adult say?



Listen to what happened.

Ask why you think it happened.



Ask what you would like to happen next.

What will the adult do?

Explain what needs to happen next and why.

Tell adults who need to know.

Check you are OK.



When I am good,
someone notices.

When I do something wrong,
something happens.



Which group are you?



Name:

Date:

Reflection Sheet Number:

Thinking About the Behaviour

Describe what happened...

(Who did what, when and where?)

What were you thinking and feeling about at the time?

(We are looking for children to explain their choices of behaviour and name feelings)

What have your thoughts been since?

(We are looking for children to be able to reflect on how they could have made different choices)

What has been affected by the behaviour you showed?

(We are looking for children to understand the behaviours will have affected children, parents and staff)

In what way have they been affected?

(We are looking for children demonstrate empathy for others)

What do you think needs to happen now to make things right?

(We are looking for children to know how to resolve the situation and prevent it from happening again)

Now go over the Anti-Bullying Slides on your classroom display...



Unkind, mean and bullying behaviours can stop you from flourishing:

- Unkind**
When someone says or does something upsetting not on purpose and just once
- Mean**
When someone says or does something upsetting, on purpose and once or twice
- Bullying**
When someone says or does something upsetting, on purpose and keeps doing it, even when you have asked them to stop.

Guidance to teachers for recording bullying behaviours on CPOMS

Xxx (name/parent/child) alleged that xxx (name) had shown bullying behaviours/been prejudiced.

Xxx (name/parent/child) may/has been been the recipient of bullying behaviours/been prejudiced.

Reasons given for bullying behaviours or prejudicial behaviours: appearance/special educational needs/health condition/race/religion/culture/sexual orientation/family background/other (explain) or it is not obvious what this is because of.

Type of bullying behaviours/prejudicial incident (delete as appropriate): **Emotional:** (unfriendly, excluding, tormenting, ridicule, humiliation, ignoring) **Verbal:** (name-calling, sarcasm, spreading rumours, threats, teasing), **Physical:** (pushing, kicking, hitting, pinching, biting, spitting), **Racial:** (racial taunts, graffiti, gestures, making fun of culture and religion), **Sexual:** (unwanted physical contact or sexually abusive or sexist comments), **Homophobic:** because of/or focusing on the issue of sexuality), **Online/cyber:** (offensive text messages, emails and websites), **Discriminatory:** comments, gestures or actions related to disability/special educational needs

Location: playground, classroom, hall, toilets, corridor, to or from school, outside school premises, online

Outline context and/or concern: xxx

Outline resolution: name those who received what consequence/action/support (delete as appropriate):

Support and comfort to those affected.

Reconciliation achieved/attempted/encouraged, through apologies, verbally or in writing.

Attempts made, and support given, to help individuals understand and change their behaviours.

Lose privileges e.g., miss playtime, no tuck shop, miss a fun class/school activity

Parents of xxx informed/Parents of xxx invited into school for a meeting with xxx

Self-improvement report started, reporting to xxx

Withdrawn from participation in school visit, clubs and events not essential to the curriculum.

Internal exclusion/Fixed term exclusion

Other actions to be taken:

Communication to staff

Observations carried out (date and times)

Group work

Class/school assemblies.

Follow up: This took place on date/time. Outline discussion.

Any further action needed/required: No/Yes (explain)

Add the above information to this box

The screenshot shows the CPOMS incident recording form. Red arrows point from external text boxes to the following fields:

- From the top box 'Add the above information to this box' to the 'Incident' text area.
- From the bottom-left box 'Alert relevant staff, always include DSL' to the 'Alert Staff Members' dropdown menu.
- From the bottom-middle box 'Link other students involved' to the 'Linked student(s)' dropdown menu.
- From the bottom-right box 'Tick "Friendships Related Issue"' to the 'Categories' section, specifically the 'Friendship Related Issues' checkbox.

Alert relevant staff, always include DSL

Link other students involved

Tick "Friendships Related Issue"

Sources of further information, support and help There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number)	www.kidscape.org.uk
	08451 205 204 (helpline for adults only)	www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk
Parentline Plus	0808 800 2222	www.parentlineplus.org.uk
The Children's Legal Centre	0800 783 2187	www.childrenslegalcentre.com
The Office of the Children's Commissioner	0844 800 9113	www.childrenscommissioner.org.uk
UK Government Website	not available	www.direct.gov.uk

This policy should be read in conjunction with the following policies:

- Personal Social and Health Education, including Relationships
- Safeguarding and Child Protection
- Behaviour
- E-Safety
- Equality
- SEND
- Keeping Children Safe in Education
- Complaints