

Red Hill CE Primary School

Anti-Bullying Behaviour Policy



Date	Issue	Status	Reason for Amendment	Person responsible
March 2023	1	New policy	Current safeguarding requirements are now included	Jolanda Simmonds
September 2024	1	Review	No changes	Jolanda Simmonds
July 2025	1	Review	Word Changes – gender questioning to vulnerable	Jolanda Simmonds

Anti-Bullying Policy

Aims

Schools have a duty of care towards their pupils acting in loco parentis. Whilst we cannot guarantee that bullying never occurs at Red Hill CE Primary School, it is rare. The overall aim of this policy is to promote a climate in school where bullying and harassment are minimal and never tolerated and where all members of the school community are treated with respect. This is entirely consistent with the school's vision and ethos. The policy aims to be preventative and proactive to enable children to learn and be taught to their full potential, regardless of gender, race, religion, age, ability, appearance or culture. This policy sets out the strategies to be followed and the back-up systems in place to ensure effective implementation, monitoring and review.

The school uses the clear vision statement and values within this policy as the core principles.

At Red Hill C of E Primary School, we look to Jesus as our example in our aspirations for excellence and enjoyment in all that we do. We believe that everyone is unique and everything is celebrated.

Ephesians 2:10- God created you to be amazing.

Definition

The nature of bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017) Bullying can take many forms, but the main types are:

Physical: pushing, hitting, kicking, pinching, threats, stealing (refer to Behaviour policy)

Verbal: name calling, insulting, sarcasm, persistent teasing, discriminatory comments, spreading rumours (refer to Behaviour policy)

Emotional: tormenting, ridicule, humiliation, exclusion from social groups, (refer to Safeguarding policy)

Discriminatory: racial taunts, jokes, offensive mimicry, graffiti, gestures (refer to Safeguarding policy)

Sexual: inappropriate and uninvited touching, abusive comments, innuendoes (refer to Safeguarding policy)

Online (including cyber): harming or harassing individuals through the use of ICT including inappropriate and offensive remarks e.g. text messages, social media or gaming. It can also include to rumours or gossip about a person on the internet bringing about hatred in other's minds. (refer to the Online Safety policy)

Exclusion from social groups: repeatedly excluding a child by not talking to them, or not letting them join in.

Involving property: stealing, hiding or deliberately damaging or destroying property

Aim

We aim to do everything possible to create and maintain an environment which is free from bullying where 'Everyone & Everything' is celebrated and valued. Through our deeply rooted core Christian values, which we hold at the heart of all that we do as a Church school, we aim for a culture based on respect, responsibility, love, friendship, perseverance and hope. We develop an open climate within a caring and co-operative school atmosphere, where children can be sure that they will be listened to. Children will be encouraged to talk to whomever they feel most able to approach, including such staff as Lunchtime Supervisors, support staff and the office staff. Children will be encouraged to understand and use our '**STOP**' criteria (see appendix).

Objectives

To work with teachers, pupils, parents and outside agencies within and outside the curriculum to:

- Raise awareness of bullying and our anti-bullying policy through our embedded Christian values.
- Increase understanding for those being bullied and help build an anti-bullying
- Teach pupils constructively how to manage their relationships with others.
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- To listen to children and to take seriously what they tell us about bullying.
- To ensure children are aware that bullying concerns will be dealt with sensitively and effectively.
- To be aware of the vulnerability of specific individuals and groups e.g. LAC, Ethnic Minority groups, vulnerable, SEN and children with disabilities.
- To give support and advice to the victims of bullying and to their families:
- To give support and advice to those who have been bullying and their families.
- To take appropriate action to deal with incidents of bullying

Developing a Telling School

Some children may find it difficult to report bullying. There remains amongst many the notion that 'telling' is wrong. Children who are being bullied may fear that any action taken may even lead to the problem intensifying. Others may feel embarrassed or ashamed about being bullied. The school employs several strategies to enable bullying to be uncovered including regular consultation with pupils: School-wide promotion of our

- Golden Rules
- Talk/Worry boxes
- Parental consultations
- Pupil Leadership meetings
- Play Leaders
- PSHE lessons
- Pastoral support from our Pastoral team

Child on Child abuse

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Red Hill CE recognises that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Red Hill CE recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all child on child abuse is unacceptable and will be taken seriously. The different forms child on child abuse can take are;

- sexual violence and sexual harassment
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- bullying (including cyber bullying)
- gender-based violence/sexual assaults and sexting.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf
- initiation/hazing type violence and rituals.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour.

Staff must never tolerate or dismiss concerns relating to child on child abuse.

Curriculum

- Through the curriculum, in particular through PSHE, drama and class time, we make opportunities to discuss bullying. Class teachers also look for cross curricular opportunities to raise bullying issues, challenge inappropriate and offensive language and to explore issues of diversity and difference - discussing what schools and society can do to end discrimination
- Children are taught about cyber bullying as part of internet safety lessons. (See E- Safety policy)
- Children are encouraged to: report incidents of bullying and to show their disapproval of bullying by avoiding actions which may encourage the bully and giving support to the victim
- Ensuring groups are always attended,- supervisors/teachers arriving in classrooms or playground before the children.
- Developing strategies to help SEN children avoid bullying: avoiding undue attention to differences between SEN children and others; making classroom activities sensitive to their needs; teaching assertiveness and other social skills; peer mentoring
- Use peer mediation to resolve conflict between pupils, expose problems and find solutions
- Circle time is regularly held. Circles of Friends/Support and Befriending can be set up around vulnerable pupils. Small group work carried out in collaboration with the Pastoral team.

Monitoring

- Using questionnaires to gather stakeholders' views.
- Identifying times and places where bullying is more likely to occur
- Monitor the effectiveness of any 'solution' found, and check that the problem has disappeared in the long term

Staff Training

- Ensuring all members of staff are aware of our anti-bullying policy through regular updates and training.
- Staff training to include how to encourage positive play, identifying problem situations and developing skills in their sensitive handling.
- Encourage teachers to listen carefully, record incidents and follow up with appropriate action - see Procedures below.

Playtimes and Clubs

- Use mentoring programmes and engage children in positive activities.

- Providing opportunities for children to take part in structured play activities and clubs at lunchtimes.
- Encourage KS2 children to act as 'playtime leaders'.
- Ensure all areas where bullying could occur are always supervised. We regularly review our playground provision, including quiet areas, where children can feel safe.
- Provide 'safe areas' within the school environment where children can go at break or lunch while recovering their confidence, for example the mental health area and spirituality garden.
- Create varied and interesting environments in order that bullying should not be the casual result of boredom.

Bullying outside school premises

Schools are not directly responsible for bullying off their premises. A court judgement ruled that the head's duty of care to prevent bullying generally only applied within the precincts of a school, although exceptionally, failure to take disciplinary steps to combat harmful behaviour outside the school might breach the school's common law duty of care (*Leah Bradford-Smart v. West Sussex County Council*).

Where a pupil reports bullying off the school premises, these steps may be taken:

- Talk to pupils about how to avoid or handle bullying outside the school premises
- Investigate any allegations of bullying accordingly

Working with Parents/carers

We will work with parents/carers to provide:

- Regular consultation and communication
- Information about the nature and effects of bullying (posters in school and information packs on survey findings; reference material and useful websites, updates on school newsletters)
- Monitor good practice on handling parents who report bullying and those whose children bully (records, meeting procedures and follow up)
- Ensure parents/carers have a clear understanding of the term bullying

Online bullying The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to

suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

Procedures to follow when bullying occurs

- In the first instance, children will be encouraged to talk to their class teacher, school teaching assistants, pupil leadership team, head teacher or anyone else they feel they can confide in. All classrooms have a worry box where children can confidentially write down their concerns and the class teacher will empty the box each week.
- Once a child has made a complaint, immediate action should remind pupils that all forms of bullying are unacceptable and will not be tolerated. A member of staff will discuss issues raised with the victim and the bully, individually in confidence.
- A Bullying Incident Report will be completed if by logging the incident on the school CPOMS system. Parents should then be informed and all staff be made aware of the issue.
- Immediately after intervention, the bullying should stop. However, it is essential to follow up after an incident to check that bullying has not started again. Initially, daily monitoring by staff to ensure bullying has stopped should be sufficient.
- If bullying still continues a further meeting and action plan will be made in discussion with parents. Suspension or exclusion may be necessary in cases of severe and persistent bullying.
- Incidents of a more serious nature like damage to property, injury to children or staff or incidents of theft demand a serious response.

Approved by Governors

Signed by Chair of Governors:

Date:

Signed by Anti-bullying link Governor:

Date:

Together we can **STOP** it!

Bullying Happens...

Several

Times

On

Purpose

What to do...

Start

Telling

Other

People

What is Bullying?

In our school, bullying is hurting someone more than once, on purpose, by using behaviour or words which are meant to frighten or hurt that person.

Bullying can be

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting or pushing.

Verbal: Being teased, name calling, rude comments. Through a 3rd person: Sending a friend with horrid messages.

Written: Letters, notes, graffiti.

Cyber: Saying unkind things by text, e-mail and on the internet.

Racist: Saying nasty things about you because of the colour of your skin, your religious beliefs or your culture.

Bullying is not:

- A 'fall out' with a friend.
- An accident.
- Something that happens only the one time.
- A one-off physical act of aggression e.g. pushing someone.