



Clayton Village Primary School

Friendship and Respect (Anti Bullying) Policy

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Friendship and Respect (Anti Bullying) Lead: Emily Needham

Rationale

Everyone at Clayton Village Primary School has a right to learn, to be respected and to be safe. At Clayton Village we are intent upon fostering a caring, safe and healthy environment for all pupils. However, we do accept that there are occasions when bullying occurs at our school. We therefore believe that an effective way to reduce bullying throughout our school is by adopting a whole school approach to positive behaviour management and that it must be tackled in very specific ways.

Links to legislation/policy/documents

We are aware, as a school, of the DfES Primary Behaviour Strategy and will use appropriate materials from the LA. Our Anti-Bullying Policy has clear links to our Positive Behaviour Policy, Single Equalities, ICT, E-Safety, AUP, Social Networking Policy, and Safeguarding and Child Protection policies.

This policy is written in conjunction with the statutory guidance set out in '**The Education and Inspections Act 2006**' where **Section 89** states that maintained schools must have measures to 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.

It is also written in line with well as '**The Equality Act 2010**' which replaces previous anti-discrimination laws with a single Act (**see our Single Equalities Policy 2015**) The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate 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
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people Under the Children Act 1989 emphasises that a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

We therefore agree that:

- If there is a problem it needs to be tackled.
- Bullying is the responsibility of everyone in the school as well as those directly connected with it – the bullies, the victims, non-bullied pupils, teachers, governors, non-teaching staff and parents.
- There should be good communication between all the groups involved.
- Staff should frequently stress to children how unacceptable bullying behaviour is in our school community.
- Staff should be aware of and vigilant about any bullying in school and take immediate action when such behaviour is observed or reported.
- We will investigate all reports of bullying and we will act strongly to stop the bullying and support the victim. We are serious in our efforts to make sure that our school is a welcoming place where the children are happy and positive in their approaches to school and that they want to take advantage of all the educational opportunities that are being offered here.
- At Clayton Village it is the responsibility of everyone in the school to promote positive behaviours and friendships.

Aims and Objectives:

This policy aims to ensure the safety and happiness of all pupils and adults in our school, to enable each individual to reach his or her full potential in a safe and caring environment.

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:

- ensure that staff, governors, pupils, parents, relatives and before and after school club providers develop a shared understanding of the concept of what is and is not bullying;
- take positive action to prevent cases of bullying;
- promote a positive and caring ethos within the school environment;
- have in place a consistent, swift and positive response to any bullying incidents that may occur;
- provide support for children, parents, relatives and childcare providers to enable them to identify and solve problems for both the victim and the bully.

A definition of bullying

Bullying is distinct from conflict, which is a part of everyday life. This difference is often not immediately clear to children. Bullying is not:

- a one-off fight or argument
- a friend sometimes being nasty
- an argument with a friend
- falling out with friends on an occasional basis

Bullying is deliberately hurtful behaviour, which is repeated often over a period of time and it is difficult for those being bullied to defend themselves. It results in worry, fear and distress, and interferes with the wellbeing of the child. The victim may be made to believe that telling others will result in worse abuse.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. The main types are:

Physical bullying – any degree of physical violence, intimidating behaviour, theft or the intentional damage of possessions - pushing, hitting, kicking, hiding / taking belongings;

Verbal bullying - name calling, insults, threatening language, offensive remarks. Name-calling is the most direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, religion, or some form of disability;

Emotional bullying – excluding spreading gossip or malicious rumours or stories about someone; excluding someone from social groups, tormenting, ridiculing, humiliation, setting people up and spreading rumours.

Cyber-bullying – the misuse of digital technologies or communications to bully a person or group, typically through messages or actions that are threatening and/or intend to cause offence, anxiety or humiliation. It is any form of bullying using a mobile phone, chat rooms, social networking sites, instant messaging, text messaging or e-mail.

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.

Bullying can therefore also be when:

- the same person or group always leaves someone out or shuns them
- someone makes threats of violence against someone else
- someone damages someone else's kit or clothing deliberately
- someone purposely hides another person's things
- someone tries to force someone else to do something they do not want to do

(Although all of the above actions are serious, and adults should always intervene, they may not always be regarded as bullying unless they are part of an on-going pattern of behaviour against the victim.)

Why are young people bullied?

Children and young people are most commonly bullied because of a real or perceived 'difference.' This difference can be anything, but bullying can often be...

Racist: bullying based on ethnicity, skin colour, and language, religious or cultural practices.

Homophobic: bullying based on sexuality or gender identity i.e. transgender.

Disablist: the bullying of children who have special educational needs and disabilities.

Sexual: unwelcome sexual advances, remarks that are intended to cause offence, humiliation or intimidation.

Discriminative: bullying based on any perceived weakness such as children in fostering or care homes, young carers, those with disabled siblings or parents, single parent families, low economic backgrounds.

The effects of bullying

The effects of bullying are severe and can often continue long into adulthood. Those working with children and young people have a duty to prevent it, and to take incident seriously if they are to occur. When left unaccounted for, bullying doesn't just have a negative impact on the target, but everyone who is exposed to the environment in which it occurs.

Prevention

We aim to prevent bullying through a pro-active approach, using the following strategies:

- Adults will model respectful behaviour
- Every pupil will have their rights respected
- Whole school assemblies which focus upon our school values (the principles that guide our thinking and behaviour), so that all children are given regular inputs around our school ethos and what types of behaviour are acceptable and positive and not permitted
- We will work to help everyone understand and respect people with disabilities
- All pupils are taught about bullying and strategies to prevent or protect themselves from bullying through PSHE and SEAL units of work
- Pupils are taught about the different types of bullying (see list above) and to tell someone about it if they witness / experience any form of bullying
- Pupils are taught that people bully others for a variety of reasons, and that laughing at or ignoring bullying can lead to further bullying
- the school takes part in 'Anti Bullying' Week each year (November)

Signs and Symptoms of Bullying

We try to encourage children to directly ask for help or discuss their concerns openly. Each class has a nominated Peace Pal who they can talk to if they are upset. Adults are also observant of children's behaviours as they come into school and throughout the day. If it is felt that a child appears to be upset or showing a change in behavior the adult will ensure that that child has had the chance to talk, on a 1:1 basis about their worries, in a safe and

secure environment – thus trying to intervene immediately and so hopefully reduce anxiety and difficult friendship situations. The child may also be referred to the school’s Learning Mentor.

However, when bullying is involved, they may feel at fault or anticipate that there will be negative repercussions to telling an adult. Changes in a child’s behaviour and body language cannot tell you for certain that bullying is happening. However, the following signs can certainly indicate that something is likely to be wrong.

- is frightened of walking to or from school
- plays truant or runs away
- pretends to be ill
- is unwilling to go to school or go out at playtime
- begins to under-perform in school work
- becomes withdrawn, starts stammering, shows regressive behaviour such as returning to bedwetting
- becomes distressed, cries easily, stops eating
- becomes disruptive or aggressive or displays behaviour which is out of character
- has possessions go missing (dinner money, PE kit, pencil cases, belongings etc)
- exhibits physical symptoms of stress such as stomach or head aches
- receives abusive text messages, e-mails
- attempts to harm themselves, has unexplained bruises, scratches or torn clothing
- has nightmares or problems sleeping
- is frightened to say what is wrong
- has unlikely excuses to explain any of the above or refuses to give answers

These signs could be attributed to other problems which isn’t bullying, but ‘bullying’ should be considered a possibility and should be investigated.

Practical Guidelines – strategies to deal with bullying

- A bullying incident can be reported by a victim, parent, carer, friend or anyone who has knowledge of the problem
- A bullying incident can be reported by any member of the school staff, who will then take it to the child’s current class teacher

The class teacher / adult involved will make a decision based on the severity of each situation, and decide which of these stages below will be appropriate:

Stage 1

- All complaints will be listened to and discussed between the teacher, child concerned to identify the problem and possible solutions. The teacher will then make reference to CPOMS to see if there have been any other incidents linked to the same children in the past. The teacher will then add this incident to CPOMS.
- CPOMS instantly emails an alert to a senior staff as well as instant notification to all parties within school. Incidents of CPOMS are evaluated half termly by the SLT.
- The teacher will talk to the instigator of the negative behaviour, set a behavioural target and be monitored by the class teacher.
- Normally staff will call parents at this stage depending on the circumstances.

- If bullying is happening the HT will report this to the GB during her HT report at the next full GB meeting.

Stage 2

- Teacher approaches the bully and provides time for the bully to 'explain' give their side of the story
- Teacher gives a clear instruction about the reasons why this behaviour must stop immediately and extracts a promise from the bully and an apology for the victim. Teacher continues to monitor the situation and records all incidents, developments and outcomes on CPOMS which updates relevant staff.
- Both sets of parents **will** be informed by the class teacher/SLT at this stage with a meeting or phone call explaining the incident, guidelines and next steps.

Stage 3

- An appropriate support programme will be set up to help both the victim and the bully. This may include: circle time, 1:1, small group work, social stories etc.
- Members of the SLT will make a follow up appointment with both sets of parents to review the actions taken and the impact this has had upon the situation.

Stage 4

- If the problem persists the Headteacher will call a meeting between all parties to resolve the problem.
- If the behaviours do not change then the Headteacher may choose to impose an internal exclusion or a fixed term exclusion.

The Headteacher may override these stages and intervene at an earlier opportunity depending on the severity of the incident.

The Role of the Headteacher

It is the responsibility of the Headteacher and Senior Leadership Team to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The Role of Trustees

The Trustees of Pennine Academy supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Trust does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Trust require the Headteacher on request to report about the effectiveness of school anti-bullying strategies.

Monitoring and evaluation of the above procedures is carried out by the Headteacher and Senior Leaders on a termly basis and reported to Trustees.

Policy approved by Head Teacher: Date:

The date for the next policy review is.....