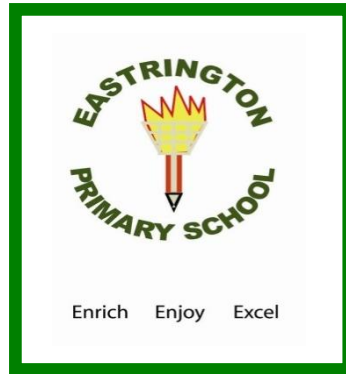


Eastrington School



Anti-bullying Policy

Written – Spring 2021
Reviewed –Autumn 2022, Autumn 2024
Date of next review –Autumn 2027

Headteacher: Mrs Heidi Gallagher
Anti- Bullying Co-ordinator: Mrs Heidi Gallagher
Anti- Bullying Parent Governor Link: Mrs Claire Goodwin
Chair of Governors: Mr. A Fernandes

Introduction

Eastrington School does not tolerate bullying of any kind.

The aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied.

The Headteacher, Staff, Governors, Anti-Bullying Co-ordinator and Anti-Bullying Ambassadors were responsible for writing and reviewing the Anti-Bullying policy.

This policy is reviewed by the Governors and the Bullying Intervention Group every 3 years.

There are links made within the policy to our Safeguarding and Child Protection, Behaviour, Equality and Online Safety policies.

Where the policies refers to parents, this includes parents and carers.

Definition

Bullying is defined as deliberately hurtful behaviour by an individual or a group of individuals, repeated over a period of time. The school defines bullying using the acronym STOP:

Several Times On Purpose

The four main types of bullying are:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks or comments which relate to any personal characteristics including gender and ethnicity)
- Indirect (spreading rumors, excluding someone from social groups)

Other types of bullying include:

- Online Bullying - when someone bullies or harasses others on social media sites. Harmful bullying behaviour can include posting rumours, threats, sexual remarks, a victims' personal information, or perjorative labels (i.e., hate speech).

Other Types of Bullying

- SEN - Disabled children and those with SEN are more likely to experience bullying in school. All children are potentially vulnerable to bullying, for a variety of reasons. However, learners with SEN and disabilities may be bullied for a range of additional reasons.
- Racist Bullying - Racial bullying is a type of racism where someone's bullying focuses on their race, ethnicity or culture.
- Homophobic Bullying - Homophobic bullying is when someone treats a person badly because of their sexual orientation. It can include treating someone badly or hurting them on purpose.

Children must be encouraged to report bullying in school to a teacher or staff member.

This policy is designed to ensure that, as a school, we are alert to signs of bullying and act promptly and firmly against it.

Why is it Important to Respond to Bullying?

Bullying hurts; no one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving. Bullying can cause stress and can affect a child's health.

Schools and parents have a responsibility to respond promptly and effectively to issues of bullying.

Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Identify and deal with incidents of bullying consistently and effectively.
- Promote a zero tolerance approach towards incidents of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens self-harm
- cries themselves to sleep at night, has nightmares or experiences bedwetting
- regularly feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or possessions damaged
- has possessions go "missing"
- has unexplained cuts, bruises or other injuries
- becomes unreasonable when dealing with school issues

- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Staff Training

All staff at Eastrington Primary School are trained to identify bullying, including that which occurs online.

Strategies

To fulfill our aims, the following strategies are used:

- A whole school ethos and commitment to raise self-esteem in pupils. For more details on the school's 'positive approach' please see the school's behaviour policy.
- Monitoring of school buildings and grounds to ensure a safe and secure environment is maintained.
- Involvement of all school staff to ensure a consistent approach is in evidence.
- An open-door policy in the school.
- Encouraging pupils and parents to report bullying.
- Raising awareness of bullying.

At Eastrington Primary School children take part in numerous activities that raise awareness of Bullying. Assemblies are planned into each term and the children are taught to take ownership and responsibility for their own actions and to choose positive behaviours. We participate in Anti-Bullying Week and complete lessons in PSHE relating to the topic.

Ownership

Pupils at Eastrington Primary School learn about the different roles that people can take when bullying occurs. They are taught that a bystander is someone who sees or knows about bullying or other forms of violence that is happening to someone else; they can either be part of the problem (hurtful bystander) or part of the solution (helpful bystander).

Anti- Bullying Ambassadors

Eastrington Primary School have pupil Anti-Bullying Ambassadors. All children are aware of these Ambassadors and know that if they are concerned about a person's behaviour towards them, or other members of the school community, they can speak to either an Anti-Bullying Ambassador or any member of staff. Ambassadors patrol different areas of the school grounds and can alert staff members to any concerning behaviour.

It is recognised that incidents of bullying occur in all schools. It is essential that all such incidents are taken seriously and dealt with in an appropriate manner. A pupil or parent may report an incident to any member of staff; Eastrington School recognises a collective responsibility among the whole staff to ensure that any incidents are dealt with in a consistent and effective manner. The staff, led by the Headteacher, will be responsible for embedding anti-bullying awareness in the policies and practices of the school.

The following steps may be taken when dealing with incidents:

- Staff to investigate alleged bullying by consulting the victim(s). Appendix 1 provides a checklist for investigating an incident.
- All incidents of bullying or alleged bullying will be recorded by staff on CPOMs.
- If it is felt that an incident of bullying has taken place, then it will be taken seriously and investigated. A member of staff wishing to report an incident of bullying should approach the class teacher responsible for that particular pupil; the class teacher will investigate the allegation so that the staff involved can then reach an agreement as to whether this incident should be addressed as a behavioural incident or if the incident constitutes peer on peer abuse (this may be bullying, physical, racial, verbal, sexual, prejudice based/discriminatory or online).
- All incidents, whether they are deemed as behavioural or peer on peer abuse, including alleged bullying, should be logged by staff on CPOMs.
- If deemed to be bullying by the SLT, a member of staff will speak to the pupils involved and proceed accordingly. Parents of both the victim and the perpetrator(s) will be informed by a member of teaching staff through an appropriate channel of communication and invited into school for a face to face meeting.
- The class teacher will update the CPOMs log until the matter has been resolved.
- Sanctions will be used as appropriate and in consultation with all parties concerned, in accordance with the school's behaviour and discipline policy.

Support

Parents

Parents can become extremely concerned if they feel that their child is being bullied. If they contact the school, they want an immediate response which may not always be possible. However, it is important to take all allegations of bullying seriously. Whilst the class teacher looks into an allegation of bullying, it is important to keep parents informed and explain that you are dealing with the situation and will be in contact as soon as possible. All incidents of bullying or alleged bullying should be investigated and reported to the Headteacher via CPOMs. Class teachers must keep parents informed of the process and the outcome of any investigation. It is also good practice to follow-up such incidents to check that any issues have not re-emerged.

Victim

Support for the victim is essential, both immediately following the incidents and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long-term effects.

Staff will monitor the situation and meet with the victim to reassess the situation and the relationship between those involved where necessary.

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence

- Restorative work involving the victim and perpetrator.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Perpetrator(s)

It is recognised that support must be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify behaviour, rather than label anyone as a bully. Such procedures may include:

- Positive behaviour strategies
- Withdrawal from activities
- Discussion about the effects of bullying
- Peer mediation
- Involvement of other agencies and services such as an Educational Psychologist and the Behaviour Support Team
- Restorative Groups involving both the perpetrator and victim

Roles and Responsibilities

The role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and 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. The Headteacher ensures that all staff, including lunchtime supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher leads the school in making our vision a reality, where all members of the school community demonstrate our school values and children learn in a supportive, caring and safe environment without fear of being bullied.

The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The Governing Body monitor incidents of bullying that do occur, and review the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of school's anti bullying policy.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head teacher. If they are still concerned, they should contact the Chair of the Governing Body, via the school.

The role of staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. In developing an anti-bullying culture, all staff will model appropriate, respectful behaviour. All adults must deal with situations as quickly as possible to prevent situations escalating. All adults will follow up what they have said e.g. keeping an eye, follow up discussion etc. and ensure that they have shared any relevant information with the wider staff via CPOMs; lunchtime supervisors will be informed verbally by class teachers. All staff are responsible for recording all incidents of bullying or alleged bullying that the encounter; teachers, Teaching

Assistants and office staff will record all incidents via CPOMs; lunchtime supervisors, cleaning, caretaking staff and any visiting staff will record any incidents using a paper record of concern form which must be passed to the DSL or DDSL as soon as possible. Teachers are responsible for recording all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the head teacher via CPOMs; the class teacher or, in very serious cases, the Head teacher will contact the children's parents. All incidents of bullying that occur both in and out of school are recorded on CPOMs. Incidents that occur out of school may be online, on the way to and from home to school or outside of school. All adults who witness or are made aware of an act of bullying should record it on CPOMs (or via a paper record of concern form for non-teaching staff) and alert the Headteacher. When any bullying taking place between members of a class, the teacher will deal with the issue immediately, including providing support for both the victim and perpetrator of the bullying. Further actions or support may be put in place after discussion with parents. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all; these include PHSE lessons, anti-bullying assemblies and the work of the anti-bullying ambassadors.

The role of parents

It is important that school and parents work together against bullying. Always tell your child's class teacher if you think there may be a problem. At school, we can only take action, if we know there is or may be a problem. If it is important to you and your child, then it is important to us at school. We will always take any complaint about bullying seriously and do our utmost to resolve the issue in a way that protects your child.

The role of pupils

It is important that pupils understand the part they can play to prevent bullying, including when they find themselves as bystanders. We encourage all pupils to treat each other with respect, both personally and on social media, support children who have experienced bullying, and act if they see someone bullying. This may be by asking the offender to stop, if appropriate, or by reporting any incidents of bullying to an adult; this includes incidents which may have occurred outside of school, including online bullying. As part of PSHE lessons and anti-bullying assemblies, pupils are encouraged to openly discuss relationships, feelings and differences between people such as ethnicity, disability, religion and family situations.

Monitoring, Evaluation and Review

The school has undergone a review of this policy in Autumn 2024 and assessed its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff members.

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors on request about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness. They do this by examining the school's log of behavioural incidents, where incidents of bullying are also recorded, and by discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. Incidents of bullying are reported on a termly basis to the Governing Body, via the Headteacher's Report to Governors. This policy will be reviewed every three years, or earlier if necessary.

Appendix 1 Checklist for investigating an incident

- Who was involved – is there or are there apparent victims? Is so who is it/are they?

- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- What does/do the victim(s) wish to see resulting from the investigation?

LINKS TO OTHER RELATED POLICIES

- Child Protection and Safeguarding Policy
- Computing Policy
- Online Safety Policy
- Behaviour and Discipline Policy