

# Stebbing Primary School Anti-bullying Policy

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Ratified By School Council: January 2019  
Ratified By School Governing Body: January 2019  
Due for Review: January 2021

## Introduction

At Stebbing Primary School, bullying will not be tolerated in any form. We will always listen and respond to concerns about bullying from children, parents or staff.

Bullying is never acceptable; just a bit of fun or part of growing up.

All children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell staff.

## What do we mean by bullying?

In our school we consider bullying to be when someone deliberately hurts, threatens, frightens or abuses another person over a period of time, in an attempt to exercise power. **Bullying is any action deliberately aimed to cause distress.** (See APPENDIX A for possible bullying behaviours)

Some of the most common forms of bullying are

- physical intimidation and/or violence
- verbal intimidation/ spite
- deliberate social exclusion/ isolation
- Cyber bullying

Bullying...

- can be carried out by individuals or by groups
- is deliberately hurtful
- is often repeated over time, but may not be obvious or proven
- is often hidden from adults or authority figures

## Why should we be concerned about bullying?

Bullying can cause an individual much misery. No one deserves to be a target of bullying; everyone has the right to be treated with respect. Bullying can hinder progress at school and can be the root cause of other problems. Victims of bullying may be wary of disclosing incidents and therefore we, as adults or friends should be aware of some of the signs and symptoms of bullying (see APPENDIX A). Children may be afraid to tell an adult because they fear retribution or they fear they may become bullied themselves.

## How do we try to reduce the likelihood of bullying?

- Create a positive ethos in school. This links directly with our behaviour policy which outlines the positive behaviours we expect from our pupils.
- Develop a warm and secure environment based upon openness and trust where individuals can feel confident that concerns about bullying will be dealt with.
- Encourage pupils to TELL when they are being bullied or when they see someone else being hurt.
- Encourage children to develop their confidence and self-esteem.
- Educate pupils on different aspects of bullying through planned activities and themes within our PSHE (Personal, Social, Health and Economic education) curriculum.
- Use PSHE, Circle time sessions and assemblies to explore relationships and social skills.

For the key messages and information communicated to pupils see APPENDIX B.

### **Dealing with bullying behaviours:**

In dealing with incidents of bullying, our aim is to stop the bullying behaviour from recurring. Alongside appropriate sanctions, we will provide a programme of support to prevent it from happening again. We will encourage the child who is demonstrating bullying behaviour to reflect on their behaviour, the causes and effects of their actions and words and to find the solutions to the problems. We will provide help for these children to develop personal and social skills to prevent them resorting to bullying behaviour.

Often, there is a reason why children resort to bullying behaviours; they may be the symptom of needs that are not being met. Punishing without supporting pupils can reinforce their bullying behaviour. It is our responsibility to both pupils and parents to find out the causes of bullying behaviour and work on positive solutions. It is important that parents can be involved in the support where appropriate. See APPENDIX D.

When dealing with incidents of bullying we will always...

- make sure that the victim feels they are being listened to;
- assure children that all incidents of bullying are taken seriously and that we do not tolerate any act of bullying regardless of the reason;
- reassure the child who is bullied by explaining how they will be supported and how the incident will be dealt with;
- explain to the child who is demonstrating bullying behaviour why we are meeting them (at the same time protecting the child who is bullied and any witnesses);
- explain to the child who is showing bullying behaviour how he or she will be supported and how the incident will be dealt with;
- listen carefully to what the children have to say; stay calm, caring and non-judgemental;
- encourage children to think of ways they can help resolve the difficulties and avoid them happening again.

### **Partnership with parents**

It is through working in partnership with parents that we will be able to deal effectively with incidents of bullying. This policy was developed following consultation with staff, Governors, parent Governors and children to reinforce the view that the issue of bullying involves everyone and we all have a role to play in dealing effectively with bullying.

#### **a) Providing information for parents and carers**

We aim to ensure all parents are aware of the school behaviour policy and anti-bullying policy through our school induction process. A summary of both policies are contained within the school prospectus.

#### **b) Involving parents in incidents**

Incidents of bullying need to be dealt with sensitively. Invariably, both the child being bullied and the child exhibiting bullying behaviours need support in dealing with the incident and to help solve the problems. This support needs to be provided both at school and at home, working together in partnership.

The involvement of parents is outlined in the procedural flowchart (APPENDIX D)

Generally:

- The Class teacher and Headteacher will decide whether the incident reported is leading to a potential bullying investigation under the Anti-Bullying Policy or whether it is a single incident of unacceptable behaviour and will be dealt with under the Behaviour Policy.
- Where an incident of bullying is being investigated, parents of both children will be informed and invited to discuss the problems.
- Parents will be involved immediately should a serious incident such as violence, extortion, stealing or serious damage to property.

-The parents of both children will be invited in to school to discuss the incident and be involved in the support programme.

### **Monitoring**

All stakeholders have a responsibility for implementing and monitoring this policy. The Headteacher will report termly to the Governing Body any incidences of bullying which have required a formal investigation.

### **Success criteria –**

**In order to be successful the following need to be followed:**

- Staff are clear about procedures for dealing with incidents of bullying and follow them exactly
- All incidents of bullying are logged accurately and monitored by the Headteacher.
- All parents are clear about the school behaviour and bullying policies and about the procedures for dealing with bullies
- Children are clear about the school procedures for dealing with bullying and methods of support (APPENDIX C)
- Incidents of bullying are low and are dealt with quickly and efficiently.

## **APPENDICES:**

### **APPENDIX A**

#### ***Bullying Behaviours may include:***

- hitting and kicking
- name calling
- teasing
- leaving someone out of activities
- putting people down
- spreading rumours
- racist behaviour
- homophobic behaviour
- threatening gestures or looks
- damaging another person's belongings
- demanding money
- sexual harassment
- discrimination against disability
- cyber

#### ***Victim of bullying behaviour may exhibit these behaviours:***

*(If these behaviours are identified then further investigations will need to begin)*

- a loss of confidence in an individual
- low self-esteem
- depression
- exhibits anxiety or fear in certain situations (e.g. walking to school, receiving text)
- uncharacteristic emotional and/or behavioural difficulties
- inability to sleep
- loss of appetite
- poor concentration
- not realising academic potential

- social isolation and loneliness
- not wanting to come to school
- unexplained injuries, loss or damage to property
- unusual requests for extra money
- frequent complaints of illness such as stomach ache or headaches
- obvious distress but a reluctance to talk
- 

## **APPENDIX B**

### ***Key information and messages about bullying which are communicated to pupils:***

- Similarities and differences are valued and celebrated creating an ethos of respect.
- Groups are important in our lives—we all need to belong.
- Bullying is deliberate, on-going and involves an inequality of power.
- Bullying situations involve three parties: the person who is bullied, the witnesses and the person demonstrating bullying behaviours.
- Bullying can take a variety of forms. Children may respond differently to different behaviours.
- We all have to ‘tell’ on bullying! In order to become a school where ‘telling’ is the norm, we need to understand why children who are bullied and witnesses don’t tell, and make it more possible for them to do so.
- Witnessing bullying behaviour is a powerful situation to be in. We need to understand the feelings that witnesses may experience and why they sometimes don’t tell about the bullying they have seen.
- Bullying behaviour is used by many children who are at other times witnesses or victims of others’ bullying behaviour.
- Bullying behaviour is contextual—it is not in ‘the nature’ of the person doing it (just as being a person who is bullied is not in ‘the nature’ of the person experiencing it).
- Children use bullying behaviours for a variety of reasons.
- In order to stop children from bullying, we have to develop a context in which children and adults want bullying to stop and in which it is the ‘norm’ to tell if bullying is seen or known about.
- Children who bully need to understand the effect they are having on their victims (the development of empathy).
- The children who bully need to have the support that any child needs when trying to change their behaviour.

## **APPENDIX C**

### ***Strategies used to support children:*** *This is not an exhaustive list of the strategies we may deploy to support children, but rather gives examples of the types of strategies available.*

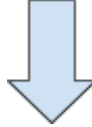
- Two trained Learning Mentors in school to support children offering 1:1 or small group sessions
- Bubble time implemented in each class giving children the opportunity to talk to their teacher or teaching assistant at a dedicated time
- Golden rules system which runs throughout the whole school
- Forest school group work sessions
- Lego therapy

# APPENDIX D

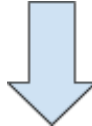


## Procedure followed at Stebbing Primary if bullying behaviour is identified....

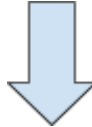
Parent, child, friend or staff member report to a member of staff **any** incidents that have occurred.



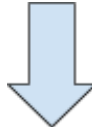
Class teacher or teaching assistant talks to the child (victim) about how they have been feeling and what types of things have been upsetting them.



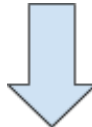
If any other children need to be spoken to about an incident, it should be done at this point.



The decision will then be made as to whether further investigations need to ensue or whether the situation just needs to be monitored by staff. Records of discussions will be recorded on our class low-level concerns document (held securely electronically).



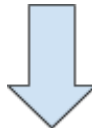
If further investigations are required the class teacher will report the incident to the headteacher or another senior member of staff and a joint decision will be made as to how to proceed.



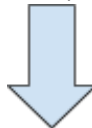
- Parents of the victim of the bullying behaviour will be invited to a meeting to determine what support is required and how best to address the concerns.



- The perpetrator's parents to be invited to a meeting to discuss the incidents, consequences and programme of support (if required).



Once a programme of support has been devised decide what, when and who will do this. Plan in a review process and whether subsequent meetings with parents need to be arranged.



Finalise an action plan which includes how the situation will be monitored and ensure all stakeholders are aware of this and adhere to it.