

## ANTI-BULLYING POLICY

### Vision Statement

At Shipley Primary School we are committed to providing a supportive, caring and safe environment for all members of the school community to learn and grow. There are high expectations for standards of behaviour. Bullying is anti-social behaviour and affects everyone. It is unacceptable, will not be tolerated in any form and is entirely contrary to our Christian school values where all God's children are valued. We recognise and celebrate both inclusion and diversity. It is our responsibility to work on the prevention of both conflict and bullying and to respond promptly and effectively to incidents. Repeated incidents may be treated as bullying. Any unkind or hurtful behaviour based on a child's race, religion, gender, sexuality, learning needs or physical appearance will not be tolerated. Staff recognise that some children may be more vulnerable than others and are aware of this.

**The member of the school leadership team responsible for the Anti-Bullying policy is Mrs Harvey. The safeguarding governors, Mrs Middleton Burn has a special interest in anti-bullying.**

### Objectives of this Policy

All staff, pupils and parents and governors need to work together to:

- Understand what bullying is and why it occurs
- Know and understand the school policy on bullying
- Report, investigate and deal appropriately with any bullying behaviour, working alongside pupils, parents and carers

### **School definition of Bullying:**

Deliberate and intentional hurting of one person or group by another person or group which can be repeated over a period of time. The relationship involves an imbalance of power meaning it is difficult for those being bullied to defend themselves. They may worry that it will happen again and can be afraid to tell and seek help or feel intimidated.

*Keeping Children Safe in Education 2022* refers to peer on peer abuse and any occurrence of bullying may fall into this safeguarding category

### **School definition of Conflict:**

A one-off or occasional incident where both children disagree or have fallen out. It is usually unplanned, even accidental. It may be difficult to resolve the disagreement without adult help but those involved make an effort to resolve the problem and show remorse. It is not repeated.

### **Bullying behaviour may take many forms and can all be equally harmful:**

**Physical** - hitting, kicking, biting, punching, breaking/taking property

**Verbal** - nasty comments, name calling, put downs, threats, intimidation

**Indirect** - rumours or stories, excluding or ostracising someone from a group, being unfriendly, excluding or tormenting, eg. hiding possessions

**Cyber** - sending threatening or intimidating comments via: email, text or social networking sites e.g. Facebook, Instagram

**Homophobic** - references to perceived sexual orientation or transphobic comments

**Racial** - taunts or insults based on race, skin colour or beliefs

**Sexual** - abusive comments or unwanted contact

**Prevention of Bullying and Conflict**

Staff are vigilant and try to spot bullying behaviours and are particularly aware of pupils who may be more vulnerable or have difficulty or fear about communicating their worries. The school commits to:

- Personal, Social & Health Education (PSHE) curriculum & Circle time
- E safety education and guidance
- Planned assembly themes with visits from outside agencies, eg. NSPCC
- Participation in national Anti-Bullying Strategies eg. national Anti-Bullying week
- Anti-bullying guidance for pupils and parents through newsletters and website
- Securing channels of communication with parents, pupils, teachers, including the use of reporting strategies
- Policy consultation & review with Governors, staff, pupils and parents
- Senior leaders working with pupils to identify the risks
- Guidance and training for playground supervisors
- Peer role models - appointment of sports crew and elected representatives
- Work in the wider community to have a shared understanding of bullying and prevention

**Procedures for dealing with Bullying**

Incidents of suspected bullying are taken very seriously, even if they are happening out of school. It may be considered as a child protection and/or criminal law issue.

Repeated conflicts involving the same pupils may be treated as bullying. The person being bullied needs to be listened to and taken seriously. Support and reassurance will be needed, along with protection from any further incidents.

The person showing bullying behaviour needs to clearly understand that their behaviour is unacceptable and must stop. They must be made aware of the negative impact of their behaviour and will need support to reflect on and change their behaviour and explore the underlying reasons for bullying.

**Steps to be taken when dealing with incidents:**

- if bullying is suspected or reported, a clear account of the incident(s) will be recorded and the Headteacher will be informed
- parents and carers will be kept informed of developments
- appropriate actions and/or sanctions may be used in accordance with the behaviour policy and in consultation with all parties concerned
- following up - the situation will be monitored closely by staff, particularly playground staff
- reassurance and confidence building strategies will be used if appropriate

**Actions and Sanctions may include:**

- The appropriate form of apology
- Loss of break times and/or golden time or loss of privileges in school eg. sporting events, clubs, lunchtimes, trips or outdoor activities
- The involvement of parents/carers from both sides
- Behaviour plans with clear targets for improvements
- Cyber bullying - reporting any inappropriate comments to social media site
- A record of the incident in the pupil's file
- Internal exclusions, where a pupil is removed from class
- Fixed term/permanent exclusion from school

## Guidance for pupils who are experiencing conflict or bullying

### What is Bullying?

Bullying is deliberate and intentional hurting of one person or group by another person or group which can be repeated over a period of time. It can be harmful and hurtful. Children be afraid to tell and seek help or feel intimidated. It may also be concealed well.

Bullying is not acceptable behaviour and is taken very seriously.

### If you think you are being bullied:

#### Early strategies:

**TELL** someone who can help Family? Friend? Teacher?

**Ignore** it and try not to react

Deflect it with humour or disinterest

**Be assertive, walk tall** - tell the person bullying to **STOP**

Ask your **friends** to help you avoid any possible bullying situations

#### Further strategies:

**TELL** someone who can help you

**Resist** the temptation to retaliate - this could make the problem worse. The person bullying may enjoy seeing you get into trouble too.

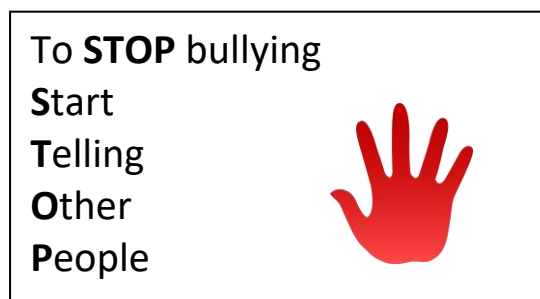
**Keep TELLING**

### Witnesses and bystanders

It is important to distinguish between 'telling' and 'dobbing/grassing'

**Dobbing/grassing** is what you do if you are telling tales or trying to get someone into trouble

**Telling** is what you do if you are trying to keep someone safe and is a **positive behaviour**. Being a witness and telling the truth about bullying incidents can be tricky, particularly if friends are involved. Pupils are encouraged to speak up and to think about how they would feel if they were the person being bullied. Bystanders and witnesses may report incidents anonymously if they are concerned about something they have seen.



## **Guidance for parents**

### **Possible signs of bullying for parents to be aware of:**

- Worries about coming to school
- Noticeable changes in behaviour - aggression, crying, anxiety, sadness
- Becoming withdrawn, lacking in confidence
- Changes in sleep or eating patterns
- A reluctance to discuss their own or others' behaviour or actions
- Additional on line activity - secretive/late at night/visibly upsetting

**NB. Sometimes these signs could indicate problems other than bullying**

### **Some help strategies for parents and carers:**

- Listen carefully, let them know you are taking it seriously
- Stay calm - try not to get angry or upset
- Collect the facts, events and check with your child that these are correct
- Reassure them that there are things that can be done to help
- Talk about ways they may be able to deal with the problem
- Check their on line activity, particularly social media if relevant
- Make an appointment with the school to report your concerns, in person, by phone, by letter or by e mail
- Keep the school informed of any further developments or issues
- Arrange follow up meetings if necessary
- Reassure your child again and explain the proceedings
- Don't let the events dominate your lives - focus on successes and positives - praise and encouragement is invaluable for developing self-confidence. It may also help to invite trusted friends around, join new clubs, learn new skills
- Be cautious with the use of social media by all parties to avoid escalation of the issue
- Use the websites below for external support and additional guidance

### **Useful websites on anti- bullying:**

[www.antibullying.net/](http://www.antibullying.net/)

[www.beatbullying.org](http://www.beatbullying.org)

[www.bbc.co.uk/schools/bullying/](http://www.bbc.co.uk/schools/bullying/)

[www.bullying.co.uk/](http://www.bullying.co.uk/)

[www.childline.org.uk](http://www.childline.org.uk)

### **E safety websites:**

<https://parentinfo.org/article/online-risk-myths-and-facts>

[https://www.internetmatters.org/schools/primary/?gclid=CJP6OIuy8cOCFcrjGwodxmYA\\_A](https://www.internetmatters.org/schools/primary/?gclid=CJP6OIuy8cOCFcrjGwodxmYA_A)

<http://www.kidsmart.org.uk/>

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>