Fowey Primary School

ANTI-BULLYING POLICY

Adopted by the Rapid Improvement Group:	Spring Term 2022
Review date:	Spring Term 2023

Principles and Values

As a school we take bullying and its impact seriously. Pupils and parents/carers should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.

- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

- All pupils and parents/carers should know what school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

"Bullying is behaviour by an individual or group, **repeated** over time**,** that **intentionally hurts** another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often **motivated by prejudice** against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in

care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

(DfE, Preventing and tackling bullying. 2017)

"Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

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.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections."

(DfE, Preventing and tackling bullying. 2017)

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Hitting, kicking, biting, pushing, taking another's belongings, any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Homophobic	because of, or focussing on the issue of sexuality

Direct or indirect verbal	name-calling, sarcasm, spreading rumours, teasing
Cyberbullying	all areas of the internet, including but not limited to; email, social media, text messaging and phone calls.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young Carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, social areas, toilets, on the journey to and from the school, on residential trips and in cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Perceived popularity
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Pupils may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those pupils who may be vulnerable; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Prevention

The school's response to bullying does not start at the point at which a pupil has been bullied. School staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place. This might involve talking to pupils about issues of difference, perhaps in lessons, through dedicated events or projects, or through assemblies. Staff themselves will be able to determine what will work best for their pupils, depending on the particular issues they need to address.

The school aims to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole of the school's environment and are reinforced by staff and older pupils who set a good example to the rest.

The school also:

- involves parents/carers to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents/carers feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the pupil, and they reinforce the value of good behaviour at home. This should include educating their children about the importance of responsible online behaviour, monitoring their children's online activity and taking appropriate action at home if necessary. The school is unable to investigate incidents of cyberbullying that take place out of school, unless there is a direct impact on the pupil's ability to attend school. Parents will always be advised to contact the police to report serious online incidents, and we will support pupils and families with a range of literature and information on the website. Ultimately, the responsibility for the safety of pupils online whilst at home remains with the parent/carer.
- involves pupils. All pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. We aim to create an atmosphere in which pupils who are being bullied, or others who know about it, feel that they will be listened to and believed, and that the action taken will be swift, but sensitive to their concerns. Pupils need to know that not reporting incidents of bullying has the effect of protecting the bullies, and gives them the message that they can continue to act in this way.

- regularly evaluates and updates its approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
- implements disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
- openly discusses differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference, also pupils with different family situations, such as looked after children or those with caring responsibilities. The school also teaches pupils that using any prejudice based language is unacceptable.
- uses specific organisations or resources for help with particular problems. The school draws on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying
- provides effective staff training. School staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. The school invests in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGB&T) pupils.
- works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. The school also works with other agencies and the wider community to tackle bullying that is happening outside school
- makes it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying
- creates an inclusive environment. The school aims to create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination and can celebrate success. Celebrating success is an important way of creating a positive school ethos around the issue.

Signs and Symptoms for Parents/Carers and Staff

A pupil 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 the school
- begs to be driven to the school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares

- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude towards people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Intervention – Responding to concerns of suspected pupil bullying

Pupils

If a pupil feels that they are being bullied, they are encouraged to follow one of several procedures. These procedures are:

- Tell a friend
- Tell a trusted member of staff
- Tell a parent or an adult at home whom you feel you can trust
- Discuss in PSHE lessons
- Ring Childline and follow the advice given

Staff

If a member of staff has concerns, either their own, or as reported to them, they should report this on CPOMS as suspected bullying and inform the class teacher and a member of the safeguarding team.

Outcomes

Confirmed cases of bullying must be recorded on CPOMS.

General incidences of bullying should be recorded on CPOMS. This would include incidents where staff have had to become involved and speak with pupils, and/or where parents/carers have raised concerns regarding bullying

Incidents of prejudice against race, religion, sexual orientation, disability or transgender, will be reported to Senior Leadership and the Local Authority.

The Head teacher will then decide on the most appropriate consequences depending on the severity of the incident.

This could include:

- Informing the parents of both victim and perpetrator about the incident.
- Arranging for Restorative Justice where appropriate.
- Using the established Behaviour Policy to award behaviour points/detention of Internal/external exclusion.
- In serious cases, both victim and perpetrator may be referred to the Safeguarding Team /Pastoral Team for support/intervention or to the relevant outside agencies e.g. the police, Behaviour Support, Counselling, Targeted Youth, etc.

HELP ORGANISATIONS:

- Advisory Centre for Education (ACE) 020 8888 3377
- Children's Legal Centre 0207 7130 089
- KIDSCAPE Parents/carers Helpline (Mon-Fri, 10-4) 020 7823 5430
- Parentline Plus 0808 800 2222
- Youth Access 020 8772 9900
- Bullying Online www.bullying.co.uk