



ANTI-BULLYING POLICY

March 2022

Policy History

Date	Version	Update	Prepared by
Spring 2021	1.0	Policy prepared for Governors	P. Cope
March 2022	1.1	Presented to governors on 08.03.22	P.Cope

Aims & purpose of the policy

At Etchells Primary school we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Bullying of any kind is unacceptable and will be recorded by the Assistant Headteacher (Pete Cope.) The records are of any incidences that occur that result in a reflection- with an in depth analysis being completed every term to determine if there are any patterns in behavior which may constitute as bullying. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. This is embedded in the ethos of our school and actively delivered through our Personal Health and Social Education. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers and those with other special needs who may find it more difficult to build and maintain friendships. As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary such as access to the resource base, intervention social groups and supporting families of these vulnerable children.

Who is bullied?

- Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.
- A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.
- A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- experienced poverty or deprivation

Methods of bullying:

There are a number of bullying behaviours that can be summarised as:

- **Physical aggression** – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- **Verbal** – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- **Non-verbal** – staring to the point that it makes the person feel uncomfortable, body language, inappropriate gestures
- **Indirect** – including but not limited to ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures, group chat messages, comments on videos and pictures.
- **Cyber** – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram, TikTok or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- **Parental incitement**

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Peer Abuse

Children and young people who harm others (also referred to as Peer-on peer abuse): Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence. There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc. Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents which include keeping in school records of incidents and reporting any serious case of peer abuse to the local authority team.

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be accepted at Etchells Primary School. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on the school's database by a member of the Senior Leadership Team (SLT) and any incidences that are found of any child using inappropriate language will result in a reflection. Staff are encouraged to report any use of inappropriate language to a member of SLT who will investigate the incident whilst giving any appropriate consequence that comes with it e.g. reflection.

Prejudice-based incidents

A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

School initiatives to prevent and tackle bullying

At Etchells Primary school, we commit ourselves to immersing our children into what bullying means and how we can ensure that this is not present in our school. We participate as a whole school in Anti-Bullying Week, Black History Month and where appropriate LGBT History Month. Our PSHE and RSE skills that are in our curriculum files ensure that each year group has some form of bullying that they explore.

We use a range of measures to prevent and tackle bullying including:

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships including interventions.
- A child-friendly anti-bullying charter which is displayed in all classrooms ensures all pupils understand and support the anti-bullying policy

- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month.
- The school values of kindness and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school including through lessons where we discuss gender roles and typical stereotypes,
- Restorative Approaches provide support for the harmed and harmer plus any other affected parties involved in any bullying incident. There are a number of staff which are trained under the restorative approaches including a number of the SLT.

Reporting – roles and responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Pete Cope is the Senior Leader responsible for anti-bullying.

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, sports coaches, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform relevant staff in line with school guidance.

The following staff members are anti-bullying leads: Pete Cope, ks1@etchells.stockport.sch.uk

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.

Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff (Pete Cope.) Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the schools policy and the reporting of incidents

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the schools incident reporting form and also record the incident centrally on the school's database.

Restorative meetings should be offered for any incident, this includes race or hate, homophobic and transphobic incidents) Please note that participation in any restorative repair meeting should be voluntary

- Designated school staff will monitor incident reporting forms and information recorded on the school's database analysing and evaluating the results
- Pete Cope will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting.
- Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action- if a child has been in reflection, the parents will be emailed the reflection form for them to follow up any discussions that have been had with the child at school.
- Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Training and Awareness

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, librarians, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the

anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and Diversity policy

Equality Act 2010

Behaviour policy

Care and control policy

The Relationships and Sex Education policy

Peer on Peer Abuse

Respect Policy and Charter

Safeguarding policy

Responsible Use policy

School Development plan

Restorative Approaches strategy