




Stathern
Primary
School

'Nurture, Inspire, Discover, Create'

Anti-bullying Policy 2023-2025

Reviewed and ratified at the School Development Committee in
Spring Term 2023

Signed:

Signed by Head teacher: 

Statement of intent

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Amongst other sources, at Stathern Primary School we have created this policy in line with the [Preventing and Tackling Bullying guidance document](#) (DfE, July 2017).

Responsibility

At Stathern Primary School, while all staff are responsible for recording and reporting bullying, the head teacher and leadership team are responsible for monitoring the effectiveness of strategies to prevent bullying. The school works hard to ensure that bullying is prevented before it even occurs through effective behaviour management and pastoral care.

Staff, pupils and parents were consulted in the production of this policy, and stakeholder feedback is sought 3 times a year.

Why do we need an Anti-Bullying Policy?

Persistent bullying can severely inhibit a child's ability to learn effectively. The negative effects of bullying can have an impact on a person for their entire life. This school wishes to promote a secure and happy environment free from threat, harassment and any type of bullying behaviour. Therefore, this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

What is Bullying?

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Pupils who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms, and can be in line with the protected characteristics under the Equality Act 2010 – age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation (see Appendix 1) ; they may include:

- Physical bullying which can include kicking, hitting, pushing and taking away belongings;
- Verbal bullying which includes name calling, mocking and making offensive comments;
- Emotional bullying which includes isolating an individual or spreading rumours about them;
- Cyber-bullying where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- Racist bullying occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- Sexual bullying is where someone makes unwanted physical contact or makes sexually abusive comments.

- Homophobic and biphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- Transphobic bullying occurs when bullying is motivated by a prejudice against people who identify as trans
- Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability.
- Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.

Additional forms of bullying based on vulnerabilities, such as appearance or health and home circumstances

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately. Therefore, our school has an Acceptable use of ICT & E-safety policy which all students and parents sign.

Bullying can be defined as any form of repeated behaviour that causes hurt, fear or distress to another person or group of persons. It can be physical, social or psychological/emotional.

At Stathern Primary School we use the acronym, S.T.O.P



Some warning signs that a student is being bullied

- Changes in academic performance
- Appears anxious
- Regularly feeling sick or unwell.
- Reluctance to come to school.
- Clothes/bags torn or damaged.
- Money/possessions going missing.
- Unexplained cuts and bruises.
- Unexplained behaviour changes, e.g. moody, bad-tempered, tearful. Unhappiness.
- Loss of appetite. Not sleeping. Loss of weight
- Seen alone a lot
- Not very talkative

Some reasons why people bully

- Desire to appear powerful
- Unhappiness
- Feelings of inadequacy
- Difficulties at home.
- Learned behaviour (They too have been bullied)

Who may be bullied?

Not only does the school recognise that pupils may be the victim of bullying, the staff may also become victims of bullying, whether by pupils, parents or other staff members.

How to get help

Who students, and staff, can talk to if they have any concerns about bullying?

- ✓ Class teacher
- ✓ Teaching assistants
- ✓ Member of the wider school staff
- ✓ Peer Support
- ✓ Leadership Group
- ✓ School Nurse
- ✓ Education welfare Officer
- ✓ Office staff

Students can feel confident that any of the above will listen to their problem.

Pupils who have been bullied will be supported by:

1. Offering an immediate opportunity to discuss the experience with a teacher or member of staff of their choice
2. Reassuring the pupil
3. Offering continuous support
4. Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

1. Discussing what happened
2. Discovering why the pupil became involved
3. Establishing the wrong doing and need to change
4. Informing parents or guardians to help change the attitude of the pupil

Responses will vary depending on the nature of the incident, but may include:

1. Counselling
2. Use of a behaviour report
3. Involvement of external agencies
4. Monitoring teachers and the Headteacher.
5. Peer support/peer mentoring
6. Formal recording (racism)
7. Use of Behaviour Agreement Contract (see Behaviour policy)
8. Liaison with parents/guardian/social worker
9. Internal exclusion
10. Fixed term exclusion
11. Permanent exclusion

Records of Child Discussions will be kept by the Head Teacher, on the yellow Child Discussion Sheet and any general concerns will be recorded on White Behaviour/General Concern forms. These records will be held in class behaviour folders. These records will be reviewed by the Head Teacher on a termly basis, to identify trends and/or patterns to target areas of need. **What will we do:**

Anti-Bullying Procedures

It is made clear that bullying in any form is unacceptable. It will be taken seriously and dealt with promptly.

Staff Responsibilities

- To implement procedures to confront bullying in any form
- To listen to all parties involved in incidents
- To investigate incidents promptly and as fully as possible
- To take appropriate action or to refer SLT as appropriate
- To record in the appropriate Class behaviour folders and in the racist/HBT (homophobic, biphobic, transphobic) record and notify the Headteacher
- To share with parents of the victim and bully, incidents of persistent and/or serious bullying
- To implement appropriate procedures for a member of staff
- To promote the use of a range of learning styles and strategies which challenge bullying behaviour
- To promote open management styles which facilitate communication and consultation within the school and relevant outside agencies when appropriate
- To model the values our school believes in from the mission statement
- To promote the use of interventions which are least intrusive and most effective.

Bullying can only be tackled if the school knows that it is happening: therefore everyone (including bystanders, parents and school staff) have a duty to report instances of bullying so that swift and effective action can be taken.

It will be a priority to ensure that all incidents are investigated promptly, that all parties are aware that an investigation has taken place and that each person has the opportunity to put forward their point of view. All incidents of bullying will be reported to the parents of the children involved.

The victim will be made to feel secure and reassured that the bullying is not their fault.

In the first instance support for the 'victim' will be available from the class teacher who will provide further support should that be thought appropriate.

If it is felt necessary for a longer period of support to be made available then the SENCO will liaise with the class teacher and parents (and head teacher) to decide upon the suitable course for this to take.

The response to those responsible for the bullying will vary depending upon the nature of the behaviour. However, it is intended that the sanctions contained within the Pupil Discipline and Behaviour Management for Learning Policy be used to deal with matters of this kind. An additional option for supporting the victims of bullying would be to take a restorative justice approach in helping to bridge relationships and build toleration between pupils who have experienced difficulties.

Each case of bullying will be thoroughly investigated as the appropriateness of response will depend on individual circumstances. Where there has been poor behaviour there needs to be a consequence/sanction however children also need support/strategies & opportunities to change their behaviour.

The PSHE programme will be used to discuss bullying within the context of relationships with others. The teaching programme 'Cambridgeshire PSHE' will be used throughout school to encourage co-operative behaviour and improve the school climate. Within this, the following strategies may be used to improve behaviour;

- Encourage the children to become responsible for their own behaviour.
- Talk about feelings, develop a 'language of feelings'
- Encourage the children to consider other people's points of view and feelings.
- Set a good example to the children.
- Use positive language and give praise and rewards.
- Read and share appropriate stories.
- Use role play to give children practise in identifying, understanding and controlling feelings.
- Continue to use the S.T.O.P approach to bullying- Several Times On Purpose and start telling other people.

Year 6 play-leaders will run some activities to support the lunchtime supervisors in providing activities for all children to access. Lunchtime clubs will also be run for those children who need additional structure to support their time at lunchtime (where they find unstructured times more challenging).

Above all, we seek to promote a co-operative working environment where everyone is respected and everyone's voice is heard.

It is important to recognise that those who carry out bullying will also need support and guidance to ensure that the root causes of their actions are addressed appropriately. The school works hard to ensure that these individuals are given the help they require.

Anti-Bullying Strategies and support

Regular promotion of anti-bullying in assemblies.

A duty rota for staff so they patrol key areas before school, break, lunchtime and after school

Annual questionnaires to research student views on how safe they feel in school, particularly through the LA Year 6 survey.

Self-esteem and circle time work in the school's inclusion facilities

Anti-bullying training for the staff

PSHC lessons on anti-bullying

Strong teacher-student relationships so students feel comfortable in reporting any issues

Information talks from external agencies like, the School Police Liaison Officer

CEOP training for staff (Child exploitation online protection)

Information leaflet for students and parents about E-Safety

Anti-bullying advice to Parents / Carers

- A great deal of bullying is CYBER-BULLYING. Please regularly monitor your child's use social media sites, are they age appropriate. Access to these is out of the school's control when your child is not in school
- TALK to your child on a regular basis, so any problem is easier to share
- LISTEN to what they say

- ENCOURAGE your child to feel good about themselves, realising that we are all different and equally important
- If you believe your child is being bullied, or is a bully, talk to other adults at home or at school and explore the options. DON'T STAY SILENT
- If your child is a victim assure them that it is not their fault and that you are going to do something to help
- Be realistic in your expectations, sometimes on-going problems can take time to resolve
- TRY to be co-operative with our school and not be aggressive. Without a good working relationship between parents and the school the situation could deteriorate, which won't help you or them
- ALWAYS remember that children can't solve bullying on their own. They NEED the support of parents/carers and our school

REMEMBER – It is not your child's fault

At Stathern Primary School, in line with the latest [Keeping Children Safe In Education guidance](#) September 2023, we support the children outside of school, as children access the internet and social media. Online bullying will be dealt with in school. Our response to bullying outside of school, will reflect the actions taken if there was bullying in school.

What happens if bullying persists?

A record of any incidents of bullying is kept in the Head's office. If bullying persists, parents will be invited in to discuss a way forward. A risk assessment may be drawn up, for repeated incidents, to ensure the safety of all staff and pupils.

Should the bullying continue, as stated above, the school will reserve the right to give a pupil a fixed-term exclusion and/or discuss the matter with the police.

Should there be a criminal offence involved with the bullying, the police may be informed, to investigate.

Professional Development of staff.

All staff, including lunchtime supervisors, will be given opportunities to attend in service training on behaviour management strategies.

Discussion of behaviour management will be the focus of at least one staff meeting per year (more often if the need arises)

Any cases of poor behaviour must be reported to the child's class teacher in the first instance and the procedures highlighted in the Pupil Discipline and Behaviour for Learning Policy will be followed.

Links to other policies

- [Equality Act 2010 Advice for schools](#)
- [Ofsted Education Inspection Framework](#)
- [Behaviour in schools \(July 2013\)](#)
- [No place for bullying \(June 2012\), Ofsted, Evaluating the effectiveness of schools to prevent and tackle bullying](#)

This policy should be reviewed bi-annually by the Anti- bullying Governor

Log of changes and updates to the document:

Date	Page	Change	Approver
25/1/2021	All	Policy reviewed and all sections updated by new Headteacher	KL
Feb 2021	All	Reviewed	LF
Feb 2023	2 3 7 7	Added protected characteristics in the What is Bullying section Other bullying added Additions to section on persistent bullying Added links to other policies Change to SG Governor review	KL
September 2023	7	KCSIE 2023 Named AB governor – Becky Hill	

Appendix 1 -

Descriptors for protected characteristics under Equality Act 2010:

Racial, religion or belief - is where the motivation for bullying is based on the targets skin colour, culture, nationality or faith.

Disability - where an individual or group are targeted because of a special educational need or disability which includes learning difficulties, sensory impairments and mental health conditions.

Sexual orientation – relates to homophobic/biphobic bullying. It is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Individuals or groups can be targeted because of their actual or perceived sexuality. People who have lesbian, gay or bi family members can also be targeted as can students who do not conform to gender stereotypes.

Gender reassignment – relates to transphobic bullying. It is based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects people who are trans but can also affect those questioning their gender identity as well as people who are not trans but do not conform to gender stereotypes.

Sex – relates to sexual bullying and can relate to the target's gender or body, this can have a sexual and/or sexist element.

Descriptors for other forms of bullying:

Appearance or health conditions – where an individual or group are targeted because of their physical appearance or a health condition for example a disfigurement, a traumatic injury, severe skin condition.

Home circumstance – where the motivation for bullying is based on the persons living arrangements for example: young carers, children in care or geographic locality i.e. where they live.

