



Anti-Bullying Policy

Management log

Document	Anti-bullying
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Reviewer	Chief Executive Officer as actioned by the policy committee

Policy Development

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010.

SIGNATURES Pupils via the School Council: EW, TS, SA, AK, AP, CR, HM, LC, OM, HR
Senior member of staff with responsibility for Anti-bullying: L. Lyons
Governor with responsibility for Anti-bullying: J Symonds
Headteacher: J Throssell
Chair of Governors: D Perkins

Related Policies

Policy	Why?
Behaviour Policy	Rewards and sanctions
Child on child abuse policy	Understanding different forms of bullying
Safeguarding Policy	Child protection
Acceptable use policy	Cyberbullying and e-safety
Online Safety Policy	Cyberbullying and e-safety
Equalities policy	Hate crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
SEND	The vulnerability of children

This policy is available

- From the school office
- On the school website

Introduction

At Ranskill Primary School, we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. The 'Take Care' ethos of our school allows for high expectations and outstanding behaviour. We will challenge any behaviour that falls below this.

Tackling bullying matters. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school, on-line or in the local community.

We promote and encourage the values of respecting, caring and helping each other whilst having the responsibility to look after each other. However, we acknowledge that whilst working towards this ideal, staff should reinforce a general message that children do not have to be friends with everyone, but they must be respectful of everyone else's feelings. Children must also show care, courtesy and consideration to all, including all adults.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

Equality Statement

We are committed to advancing equality of opportunity and fostering good relations between people from different groups and cultures - eliminating unlawful discrimination, harassment and victimisation. When implementing this policy we will take account of the racial, cultural and religious backgrounds of our children, those with disabilities, including those which affect behaviour and those with protected characteristics. Staff will follow the equality policy, welcoming every child to our school. Staff must not to highlight differences of children or an individual child, even if this is done in jest. This gives other children permission to use this difference to begin calling names or teasing.

Financial Education Diversity and Inclusion Statement:

Every child has a right to financial education regardless of their background or circumstances. When teaching financial education, ground rules (which adhere to the principles set out in the equality policy) will be established for use within the classroom that all children and staff will follow. The school is aware that financial learning may cover topics which are sensitive, culturally different or that affect the local community. In these lessons, children will be shown how to respond appropriately so that disrespect, taunting and/or bullying of any kind is minimised through knowledge and understanding.

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.

At Ranskill, we use the acronym S.T.O.P (Several Times On Purpose) and S.T.O.P (Start Telling Other People).

How is bullying different from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to physically hurt or humiliate.
- It is hard for the victim to defend themselves due to intimidation.
- It is usually persistent, whether short term or continuous over long periods of time.

An incident that has the potential to become bullying may be described as 'exhibiting bullying behavioural actions'. This is even if the behaviour has not been repeated or persistent, but may fulfil all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling,
- taunting,
- mocking,
- making offensive comments,
- physical assault,
- taking or damaging belongings,
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet,
- producing offensive graffiti,
- gossiping and spreading hurtful and untruthful rumours,
- excluding people from groups,
- Purposely disregarding/disrespecting others' opinions.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Bullying may be related to:

- Race
- Religion
- Culture
- Special Educational Needs (SEN) or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying
- LGBTQ+
- Gender (or change of gender)

There is no hierarchy of bullying – all are taken equally seriously and dealt with appropriately.

Where does bullying take place?

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its affects on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Staff must remain vigilant about bullying and approach this in the same way as any other category of abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs.

Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Online safety and Cyber-bullying

Due to the increased use of online activity by children, staff and parents need to be more vigilant when children are accessing digital technology, as this is when cyber-bullying can happen. Cyber bullying involves purposely upsetting or intimidating people through a device, and has the same level of severity as bullying in person, and will therefore be dealt with appropriately. Cyber-bullying will not be tolerated. Children have regular internet safety lessons within school as part of the PSHEE and Computing curriculum, where they can recognise bullying or dangerous activity on the internet and learn how to report it. Children should report any incidents of cyber bullying to an appropriate adult, who will deal with the matter. If school is informed, this will be reported on CPOMS.

Parents/carers are regularly informed of relevant and recent online safety advice that may jeopardise their child's online safety. They will also have information on how to deal with this appropriately, or next steps they should take.

Staff should be vigilant of any cyber-bullying that may be discussed amongst children, as it is harder to see this happening in person. They may also notice several signs and symptoms that are unusual for the child that could indicate bullying online.

Signs and Symptoms

A child may indicate by their behaviour that he or she is being bullied. Adults should be aware of these possible behaviours and that should investigate if a child:

- is frightened of walking to or from school or begs to be driven to school
- changes their usual routine
- is unwilling to go to school or begins to truant
- excludes themselves from activities, especially those they usually enjoy
- becomes withdrawn anxious, or lacking in confidence
- attempts or threatens suicide or runs
- Is self-harming
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or has possessions which are damaged or 'go missing'
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive unreasonable or short tempered
- is bullying other children or siblings or has changes in attitude to people at home.
- stops eating

- is frightened to say what's wrong
- is afraid to use the internet or mobile phone
- uses the internet or mobile phone excessively
- is nervous and jumpy and/or lacks eye contact and/or starts stammering
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated further.

Reporting and responding to bullying

Our school has clear and well-publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Children in school, including bystanders, are encouraged to report any incidents that cause them to feel uncomfortable. It is hoped that this is the first step to preventing an escalation of problems, which ultimately result in bullying. Children are encouraged to approach any member of staff they feel comfortable talking to.
- Parents/carers are welcomed into school to talk to members of staff when they feel the need to express concerns about possible incidents of bullying. They should report to the class teacher in the first instance, usually via ClassDojo, who will then investigate any concerns. Should this prove unsatisfactory, parents are then encouraged to make an appointment with the anti-bullying coordinators (Mrs Lyons or Mrs Throssell). Parents should not: attempt to sort the problem out themselves by speaking to the child whom they think may be the bully or by speaking to their parents; or encourage their child to be 'a bully' back. Both of these will only make the problem much harder to solve.
- Any member of staff, who feels they are being intimidated or bullied, should speak to their line manager or the headteacher or if further actions are required, the chair of governors may be consulted. Low level allegations can be recorded on Staff Safe.
- Records of conversations are reported on CPOMS, which are sent to the Head teacher and Deputy Head online and provide a reference for further discussion at a later date should the need arise.

Procedures

All reported incidents will be taken seriously and investigated. Members of staff are aware of and follow the same procedures:

- Interview all parties
- Inform parents/carers
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Record the incident on CPOMS
- Know that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up especially keeping in touch with the person who reported the situation, parents/carers. This may include having a clear complaints procedure for parents who are not satisfied with the schools actions
- Use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate

- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Use the EHAF process where appropriate to involve other agencies who may be able to support.

Recording bullying and evaluating the policy

When an incident of bullying has been reported, staff must be prepared to record and report each incident on CPOMS.

In the case of racist bullying, this must be reported to the Headteacher and recorded on CPOMS.

In the case of homophobic bullying, this must be reported to the Headteacher and recorded on CPOMS.

In the case of bullying as a result of hate crime, this must be reported to the Headteacher and recorded on CPOMS.

These incidents will be monitored by the Anti-bullying coordinator, who will take appropriate action.

Incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

Incidents of bullying will be discussed with the nominated Governor.

This information will be presented to the governors as part of the termly report and will include:

- The number of reported concerns
- Monitoring information about the pupils concerned
- Actions taken and outcomes

The policy will be reviewed and updated annually and will be assessed for its implementation and effectiveness.

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Ranskill Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- Involvement in Anti-bullying units of SEAL and other PSHEE schemes.
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- PSHEE/Citizenship lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying
- Take Care charter

1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice
 - Counselling and/or Mediation schemes
2. Support for parents/carers
 - Parent groups/extended schools
 - Parent information events/information
 3. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Reference documents and related policy documents

National

Ensuring Good Behaviour in Schools- A summary for Heads, Governing Bodies, Behaviour and Discipline in School- Guide for Head Teachers and School Staff July 2011
Preventing and tackling Bullying – Advice for School Leader, Staff and Governing Bodies

Local

Nottinghamshire County Council Anti-bullying Policy (Revised 2011)
Anti-bullying Policy Development: Guidance for schools (2009)

Useful organisations:

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

The lesbian, gay and bisexual charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

www.teachernet.gov.uk/publications

Cyberbullying - supporting school staff – www.teachernet.gov.uk/publications

Cyberbullying - A whole school community issue - www.teachernet.gov.uk/publications

Child friendly version of the Policy:

Anti-Bullying Agreement for all Students

- I have the right not to be bullied: physically, emotionally, or verbally (including cyber).
- I have the right to be myself.
- I have the right to speak out and be heard.
- I have the right to be a student at Ranskill Primary School.
- I have the right to learn in a respectful environment.
- I have the responsibility to treat others respectfully. The protected characteristics are: race, gender, age, disability, pregnancy/maternity, religion or belief, gender reassignment, marriage (or civil partnership), sexual orientation
- I have the responsibility to follow the school charter.
- I have the responsibility to report any incidents that make me feel uncomfortable.
- I have the responsibility to take part in learning that helps to prevent bullying.
- I have the responsibility to ensure my actions do not prevent other students from learning.

What is Bullying?

Several

Times

On

Purpose
(and hurtful)



Start

Telling

Other

People

What should I do if I think someone is being bullied?

In our school we all take responsibility in keeping each other safe. It is never OK to see someone being bullied and do nothing (being a bystander). You can tell people to stop (become a defender) or you can tell an adult about what has happened. If you think someone is being bullied then talk to the person, ask if they're okay and ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friend, either at school or at home. If you have already told an adult about bullying you can still tell them again.

You can:

1. Tell a teacher – your class teacher or any other teacher
2. Tell a friend you trust
3. Tell any other adult staff in school – such as Teaching Assistants, midday supervisors or the school office
4. Tell an adult at home
5. You can also write a note about the bullying in your class 'need you to know' or 'worry' box
6. You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone about what you have said.

If you tell a teacher or adult at school they will be able to help you. They will tell the headteacher and your parent or carer so that they can help you. Telling an adult will never make bullying worse. They will talk to you and the people bullying to find ways to stop the bullying and keep you safe.

How Can Parents Help?

If parents/carers are aware of any bullying, they should tell us (the school) immediately. Parents should encourage children to tell a teacher and not retaliate. Parents should not try to solve the problem themselves.

