



Nether Stowey CE VC Primary School

# Anti-Bullying Policy 2022-23

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

## Our vision



### **Nether Stowey Church of England Primary School**

**inspires a love of learning in all of us with**

**Christian values at our heart.**

**Our school community is a safe, caring friendly place where  
everyone is welcome.**

**We give all children and staff the opportunity and encouragement  
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,  
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

**Thankfulness, Fellowship, Endurance, Peace, Trust & Charity**

### **Principles and Values**

As a school we take bullying and its impact seriously. Pupils and parents 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 school or in the local community.

### **Aims**

- All governors, teaching and non-teaching staff, pupils and parents 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 should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

### **What Is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, REPEATED over time, that INTENTIONALLY hurts another individual or group either physically or emotionally. In other words, bullying at Nether Stowey Primary School is considered to be, "unacceptable behaviour which occurs 'lots of times, on purpose'."

Bullying can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, biting, hitting, punching or any use of violence
- Social: Purposefully excluding someone, spreading rumours about them or purposefully isolating them.
- Racial: racial taunts, graffiti, gestures

- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Gender identity related
- Direct or indirect Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber bullying: All areas of internet, such as email and internet chat; whatsapp, instgram, Twitter and Facebook misuse.
- Mobile threats by text messaging and calls. Misuse of associated technology , i.e. camera and video facilities, Ipad and games consoles.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- Special Educational Need 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, playground, toilets, on the journey to and from school, on residential trips and 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 (although larger size does not mean a person cannot be bullied or bullies)
- The strength of the individual
- The numbers or group size involved
- 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. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs (SEN) which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; 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.

### **Signs and Symptoms for Parents and Staff**

A child 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 school

- begs to be driven to 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 do 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 to 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.

### **Responding to Incidents of Child-on-child Abuse**

All staff should recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the Behaviour Policy.

Concerns regarding the welfare of pupils and any subsequent support process will be recorded and kept securely on the their safeguarding file.

At Nether Stowey C of E VC Primary:

- We have a zero tolerance approach to all types of abuse. Incidents are taken seriously. These will never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- Banter and teasing should be acknowledged and recognised as bullying behaviour and may require proportionate intervention.
- We aim to mitigate the risk of contributing to a culture of unacceptable behaviours or a culture that normalises abuse through education and reflective learning.
- child-on-child abuse may reflect equality issues in terms of those who may be targeted are more likely to have protected characteristics.
- Early identification of vulnerability to child-on-child abuse is made by reviewing attendance, behaviour, attainment and safeguarding records at least on a termly basis.

There are clear systems in place for pupils to report any abuse knowing their concerns will be treated seriously and respectfully.

## **Outcomes**

All incidences of bullying will be investigated in accordance with the above stated behaviour pathways. The first step is always to ascertain if it is a 'one-off' incident or is repeated and intentional bullying.

Parents of the alleged perpetrator may also be questioned about the incident or about any concerns that they may be having. The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) Other outcomes may take place:

- A parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy).
- Wherever possible, the pupils will be reconciled.
- In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. E.g. police, family support or counsellor.
- In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.
- During and after the incident(s) have been investigated and dealt with, each case will be recorded in line with the behaviour policy with regards to logging and tracking incidents.
- Serious cases of bullying and racism are required to be declared and discussed at termly Governors meetings.

## **Prevention and Support**

At Nether Stowey Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through assemblies, PSHE lessons, SMSC within the Curriculum, work with the Community Policing Team eg Street Aware, Anti-bullying week and continued focus, Safer Internet Day etc.

Good and kind/polite behaviour is regularly acknowledged and rewarded through our behaviour policy systems.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour. The PSHE policy supports the teaching and learning through three key themes, health and wellbeing, relationships, living in the wider world.

Staff to follow the equality policy by supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell a teacher or an adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Ring Childline/NSPCC and follow the advice given
- Visit the school website

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher, or member of the leadership team
2. In cases of serious bullying, the incidents will be recorded by staff and the Head Teacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

### **Please do not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve. Parents should come back to see the Head Teacher if they feel that the bullying is continuing or has not been resolved.