Anti-Bullying Policy

Name of Governing Body Representative:	Kristofer McGhee
Signed by (GBR):	**Date:** 25/09/2023
Next review due by: September 2024	

Aim

At Princess May we aim to ensure that our pupils learn in a supportive, caring, and safe environment without fear of being bullied and we are always looking at ways in which we can improve. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated at Princess May Primary School.

Our Anti-Bullying strategy:

- Educate every child to understand what bullying is (in a way that is appropriate to their age and stage of development)
- Help every child to exemplify the school values of 'Respect, Empathy and Determination' through regular work and discussion about difference and tolerance and celebrating this
- Ensure all children know what to do and who to speak to, if they are being bullied or if they are concerned for a friend or fellow pupil
- Ensure parents and carers know what to do and who to speak to, if they are concerned that their child might be being bullied

What is bullying?

Sometimes we get confused about the difference between conflict (disagreements) and bullying. As part of our school Anti-Bullying strategy we recognise it's important that our children know the difference so that we can help make things better:

- Bullying is NOT one-off incidents where someone is mean or unkind to another person
- Bullying is NOT when someone accidentally hurts another person
- We all have disagreements or arguments with others at times and this is normal but is NOT bullying
- Someone choosing not to play with you and playing with others is NOT bullying
- Sometimes mean things are said but this is NOT bullying
- ***Bullying is when someone harms or hurts another person over and over again***
- ***Bullying is targeted and repeated harmful behaviour to get power over someone else***

Bullying involves behaviour that is either physically or emotionally harmful, such as taunting, name-calling, making threats, excluding people from groups, hitting, kicking and damaging belongings directed at individuals because of gender, race, religion, culture or sexuality. It is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm. ***It is not a one off, it is when it happens repeatedly.***

See below Childline link for information about types of bullying.
https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/

As a school we recognise that 'getting on and falling out with our friends' is part of growing and developing as individuals. We know that children can get angry or upset with their friends and that they will sometimes behave in a way that is not thoughtful or kind. Losing your cool or saying a mean thing once doesn't necessarily make you a bully but it does mean that you have strayed into a form of behaviour that could be viewed as bullying.

We want to help our pupils learn from their mistakes so that they are less likely to repeat them in the future. Our aim is to act swiftly on a reported and or known incident, for example, two children fall out and argue, one calls the other a mean name. A school adult learns of this and talks with both children about what happened. The child who used the rude name apologises and the adult monitors the friendship and is satisfied that it was a 'one off' and unlikely to escalate further.

If the behaviour described above goes unchallenged, then there is a danger the child will repeat the same mistake. If the child's outbursts are directed at the same individual every time then the chances are they have become a bully without even realising it. If the child starts to encourage others to join in with the unpleasantness because they now have an 'easy victim' then things have become very serious.

Types of Bullying:

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences:

- **Emotional** - Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or looks)
- **Physical** - Pushing, kicking, hitting, punching or any use of violence
- **Racist** - Racial taunts, graffiti, gestures
- **Sexual** - Unwanted physical contact or sexually abusive comments
- **Homophobic** - Because of, or related to, sexuality in a negative way
- **Biphobia** - Because of, or related to sexuality in a negative way
- **Transphobia** - Because of, or related to gender or transgendered identities
- **Gender** - sexism, stereotyping, misogyny
- **Sexist** – treating people differently because of their gender
- **Religious** – because of someone's religion or faith
- **Classist** - Verbal abuse, mimicry, mocking clothing and belongings
- **Disablist** - Mockery, verbal abuse by name-calling, physical threats about a person's disability
- **Verbal** - Name-calling, sarcasm, spreading rumours, teasing
- **Cyber** – Bullying through any areas of internet/online means such as email, chat group misuse, mobile phone threats by text messaging or calls

At Princess May we are committed to *'stand up to bullying'* and protect any group or individual who may be vulnerable.

Online bullying

It is well recognised that bullying can take place in both the real and online world. Online bullying is common on social media networks but is not limited to these. Any form of media which all allow people to communicate and can potentially become a vehicle for bullying:

- emails
- text messages
- online gaming

Parents and carers have a huge role to play in protecting their child from online bullying. This may include:

- Setting clear rules for the use of technology in the home
- Ensuring parental controls are set on the internet as well as on individual devices
- Reading 'terms and conditions' before allowing their child to sign up to certain sites (the 'terms and conditions' of most social media sites - Facebook, Instagram and Twitter do not allow users under the age of 13)
- Monitoring their child's use of technology and ensuring that behaviour which would not be tolerated in the real world is not accepted online e.g. bad language and inappropriate comments are common during online gaming sessions where children are wearing headsets and speaking through microphones

Visit our Parents and Carers page on the school website and view our 'Online Safety - a Parent's Guide'.

DfE Advice for Parents and Carers on Cyberbullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf
DfE Cyberbullying: Advice for headteachers and school staff:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069987/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

We recognise that bullying may start online and find its way into school (or vice versa). We will act to deal with all instances of bullying, involving our children, which we become aware of. This includes instances which may originate out of school hours, in the online world.

Who is responsible in school to stand up to bullying?

Lunch time supervisors are responsible for:
- Promoting good behaviour and positive relationships during the lunch period in accordance with the school's Behaviour Policy
- Alerting class teachers if they believe a child is being bullied or bullying others

Playground Buddies are responsible for:
- Promoting good behaviour
- Engaging with peers
- Support their peers to experience positive relationships during the lunch period
- Alerting Lunch time supervisors if they believe a child is being bullied or bullying others

School Council are responsible for:
- Promoting good behaviour
- Engaging with peers
- Representing their class
- Sharing the views and opinions of their class at school council meetings

Teaching assistants are responsible for:
- Promoting good behaviour and positive relationships throughout the school day in accordance with the school's Behaviour Policy
- Alerting class teachers if they believe a child is being bullied or bullying others

Teachers are responsible for:
- Promoting good behaviour and positive relationships throughout the school day in accordance with the school's Behaviour Policy
- Teaching children about bullying as part of PSHE (personal, social and health education) and computing sessions
- Responding proactively to any child who they believe may be the victim of bullying e.g. a child who seems upset, worried, anxious or withdrawn (there may be other reasons for such behaviours but teachers should satisfy themselves that bullying is not the root cause)
- Responding appropriately to families who raise a concern (where the teacher suspects bullying could be the root cause)
- Monitoring the behaviour of an individual or individuals where instructed to by the Head Teacher, Deputy head teacher or a member of the SLT.

Governors are responsible for:
- Ensuring this policy is applied fairly and consistently across the school
- Monitoring the number of allegations of bullying raised
- Challenging the school's leadership and staff to eradicate bullying in all its forms

We all play an important role in standing up to bullying.

Statutory Duty of Schools

Headteachers have a legal duty to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.
https://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/1

For further information please see the [DfE's Guidance](#) Preventing and tackling bullying Advice for headteachers, staff and governing bodies July 2017.

Safeguarding children and young people

Signs, especially physical ones, are hard to identify, as the most frequent forms of bullying in schools are intimidation, threatening behaviour and name calling. Some signs could include:

- Unexpected illness
- Desire to be with adults/clinginess
- Crying a lot
- Lack of appetite
- Reluctance to go to school
- Damaging clothing
- Fear of going out alone e.g. toilet, playground
- Isolation, depression, being withdrawn and having fewer friends
- Lower self-esteem and self-confidence
- School absenteeism and deterioration in school work
- Less willing to participate in the classroom or socially

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern - *the school DSL will always be alerted and will act in line with the school Safeguarding & Child Protection Policy and Prevent Duty,* risk assess the incident and report their concerns to Hackney MASH (Multi-Agency Safeguarding Hub) and work with them to take appropriate action.

External support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Useful information for parents - Anti-Bullying Alliance, Information tool for parents and carers
https://learning.anti-bullyingalliance.org.uk/course/147/information-tool-parents-and-carers?_ga=2.31965558.916829825.1664114827-1132447374.1662915613

Staff Induction and training

We place a significant emphasis on understanding that all behaviour is a form of communication and provide regular staff training in order that our staff can understand some of the causes of poor behaviour choices and have a range of strategies to improve their behaviour management in and outside of the classroom and support our pupils. (See school behaviour policy).

At the start of each academic year, staff receive training and induction on the updated DfE document 'Keeping Children Safe In Education' and must understand their roles and responsibilities as set out in Part 1 of this document.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101457/KCSIE_2022_Part_One.pdf
Staff learn the importance of being able to recognise and to act swiftly to any incidents of bullying; including online and child-on-child abuse in order to prevent further suffering or significant harm. Regular staff safeguarding updates and training is delivered by the school DSL during staff meetings, an e.g. of a useful training tool used with staff are 'scenarios' where staff are given a fictional behaviour incident to discuss and explore:

Mental Health and Wellbeing

Bullying can have significant effects on children's mental health, including into adulthood. A child's academic achievement, self-esteem and ability to socialise with peers can be hindered.

Through staff training and the support of our Place2Be mental health counsellor, we are able to spot behaviours that may be an indication of a child needing help. Changes to KCSIE 2022, has also highlighted for us that 'Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges, with research stating that SEND children can be up to four times more likely to be abused due to additional vulnerabilities'. As a school we will ensure a culture of vigilance that reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEN and disabilities **being disproportionately impacted by behaviours such as bullying**, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

At Princess May, we recognise the importance of good mental health on a pupil's behaviour choices, academic attainment, self-esteem, confidence and therefore – life chances, and for these reasons we value having Place2Be within our school. (see more information on P2B in our school Behaviour Policy)

Preventing and Responding - our school approach to Bullying

We believe that there are components to effective anti-bullying practice, these are:

Preventing bullying incidents and **Responding** to bullying incidents.

Punishing bullies does not end bullying - it is the bullying behaviour, rather than the person doing the bullying, that is not liked. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to act to end the bullying and provide support for the bullied pupil.

Our Anti-Bullying Policy and practice includes a range of strategies adapted to suit particular incidents through a whole school approach including:

- Ensuring that the whole school understands what bullying means – both adults and children
- Making it clear that no bullying of any kind is tolerated
- Allowing children to report incidents without feeling they are telling tales
- Incidents are taken seriously, investigated and acted upon using clearly defined procedures
- Systematic recording of incidents using CPOMS (Child Protection Online Management System), helps us to review and evaluate policy and practice
- Peer Support systems – developing listening, social skills, self-esteem, and confidence building and befriending programmes
- Programmes of lessons in the school curriculum and weekly Wellbeing Time – sharing skills and experiences
- Whole School Assemblies – to raise awareness and provide a whole school focus for bullying and to keep positive peer interactions as a consistent theme throughout the school
- Induction for all new staff
- Annual whole school review of procedures
- Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying
- Circle of Friends – providing emotional support to vulnerable pupils who feel isolated
- Assertiveness Training – aiming to change the behaviour of pupils who are vulnerable to being bullied and to help them use verbal/ body language in a way that discourages bullying
- Use of Sanctions – these might include: removal from class, detention, fixed periods of internal/external suspension
- Working with parents/carers to promote good behaviour, encourage involvement in promoting the school ethos, and consult over the school's approach to bullying
- A Behaviour Policy for setting out clear guidelines for managing pupil behaviour in class and outside of the classroom including in the playground
- Improving the school grounds so that they can provide safe, secure, active and easily supervised environment.
- The school playground monitored using cameras
- Place2Be – children can have a safe environment to share their worries/concerns at Place2Talk.
- Questionnaires for use with pupils, parents and staff
- Meetings with the School Council to gain an indication of the extent and nature of problems related to bullying and the effectiveness of the above procedures

Procedures

1. Bullying incident reported to a member of staff.

2. Staff will Investigate the situation by talking to all the:
- Children involved
- Witnesses
- Other staff members

3. Record on CPOMs the situation from:
- Children involved
- Staff involved

4. SLT will respond to CPOMs report and speak with the young person who acted in a bullying way:
- Ensuring that he/she recognises his/her behaviour and how it affects others
- Applying appropriate sanctions (e.g. detentions, suspension from specific areas of the school premises (e.g. football pitch, playground), internal or external suspension

- Guiding, supporting, advising and offering strategies to change behaviour
- Insisting that full responsibility is taken for wrong actions and helping them to actively make amends
- Involving parents
- Involving external agencies when necessary

5. Class teacher, SLT, or Place2Be will respond to the child who is bullied, hurt or upset by:
- Actively listening to their concerns
- Work with the child to support in restoring self-esteem and confidence
- Offering support and strategies to deal with unwanted behaviour (including referral to Place2Talk
- Protecting the child and ensuring their safety
- Involving parents as and when necessary
- involving external agencies to support the child as appropriate
- Reinforcing the wrong doing and the need for the behaviour change
- Respond to the situation and prevent other situations by providing a foundation for children to explore issues through the curriculum (PHSE), online safety in computing

7. Review the situation (if necessary) with:
- Children involved
- Parents and others where appropriate

8. Monitor and evaluate
- Regular review of the anti-bullying and behaviour policies

Please support your child and us, and together 'we will stand up against bullying'.