A Place to Flourish
"I have come that they may have life, and have it to the full" (John 10:10)

Anti-Bullying Policy

Statutory Policy (as part of Behaviour Policy)

Date of review/adoption	Autumn 2022
Date of next review	Autumn 2023
Notes	Glossary of terms used can be found in Appendix C

Signed …*C. Robertson*… Chair of Governors

Date ………03.10.22………

Electronically signed and approved at Full Governing Board Meeting held on 03.10.22

**BLUNDESTON CEVC PRIMARY SCHOOL
ANTI-BULLYING POLICY**

1   Purpose, principles, aims and ethos

1.1   The purpose of this policy is to outline what constitutes bullying, and what does not, so everyone in the school community is clear. We aim to ensure that the whole school community understands what is meant by bullying, its impact and how we, as a school, deal with such behaviour and support both the pupils and families involved. This policy also sets out the roles and responsibilities of different members of the school community.

1.2   This policy also covers the school's approach to peer on peer/child on child abuse (in particular sections 10 and 11).

1.3   Our Christian ethos underpins our teaching of the values of mutual respect, tolerance and the importance of working together and promoting good relationships. We want everyone in our school to **flourish** and feel safe.

1.4   We do not tolerate bullying of any kind at Blundeston Church of England Primary School. Such incidents will be taken seriously and dealt with accordingly. The types of bullying covered by this policy include verbal, physical, racist, homophobic, biphobic, transphobic, prejudice-based, discriminatory and cyberbullying. **This list is not exhaustive.**

1.5   This policy was written in conjunction with the following DfE guidance documents:

- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (July 2017)
- Cyberbullying: Advice for headteachers and school staff (November 2014)
- Behaviour in Schools: Advice for headteachers and school staff (July 2022).

It complies with Section 89 of the Education and Inspections Act 2006.

1.6   This policy promotes the Equality Act 2010 (the Public Sector Duty) to ensure there is no unlawful discrimination of any groups, to advance equality of opportunity and the fostering of good relations between people. It also adheres to Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs are not discriminated against.

1.7   This policy should be read in conjunction with our Behaviour, Safeguarding and Child Protection, Online Safety, Equality and Diversity, Whistleblowing, SEND and Acceptable Use of Technology Policies.

2   Bullying and its impact

2.1   At our school, we understand the potential seriousness of bullying and its impact if left unaddressed. By taking steps to prevent and tackle bullying, we

aim to create a safe and disciplined environment, to ensure high quality teaching and learning can take place and pupils can fulfil their full potential.

3   Defining bullying

3.1   At our school, we believe that bullying is unwanted, unkind behaviour by an individual or group, persistent and repeated over time, that intentionally hurts another individual or group, either physically or emotionally.

3.2   Bullying can take many forms, including verbal, physical, cyberbullying via text messages, social media or gaming, which can include the use of images and video.

3.3   There may be many reasons for bullying and we understand that all behaviour is a form of communication. These reasons may include prejudice, perceived differences between the victim and the perpetrator, emotional difficulties and mental health issues.

3.4   Physical bullying is sometimes easier to identify and sometimes easier to stop sooner. However, we also recognise the damage emotional bullying can cause. As a school, we will consider each case of bullying individually.

3.5   We agree with many experts who say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship, making it difficult for those they bully to stand up for themselves. The imbalance of power may manifest itself in several ways: physical, psychological, an intellectual imbalance, having the support of other pupils or the ability to isolate or exclude others. It can result in the intimidation of others through threat or isolation, physically or online.

3.6   We recognise that low-level disruption and the use of offensive language can have significant impact (this includes racist, homophobic, biphobic or transphobic language). At Blundeston, we will challenge such incidents and will not just consider it as "banter", "harmless fun", "just having a laugh" or "part of growing up". We will also not necessarily accept that pupils are too young to understand what they are saying or the intended impact. We will set to intervene, discipline where necessary and educate any pupils on the impact of such disruption or language.

3.7   We do not allow unkind or cruel behaviour in our school, but recognise not all unkind behaviour is bullying. Young children sometimes fall out with friends or say unkind things when they are angry. We explain to children that this is different from bullying. We call these situations "incidents" (Appendix A).

3.8   An incident is an isolated case where someone has been unkind to another pupil. Such incidents can be intended to hurt. They are often thoughtless actions and can be accidental.

3.9   Either actual bullying or an incident may include: name-calling, teasing, physically hurtful behaviour, verbally hurtful behaviour, taking items

belonging to another pupil, damaging or breaking items belonging to another pupil, excluding or isolating another pupil or threatening any of the above.

4   Bullying and safeguarding

4.1   When dealing with bullying, staff will consider carefully whether there is reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm. If this is deemed to be the case, then staff will follow the school's Safeguarding and Child Protection Policy and procedures, including reporting to the Designated Safeguarding Lead/Deputy DSL and/or the local authority children's social care.

4.2   However, we will seek external support for pupils involved in either side of bullying if we feel it is necessary, even if there are no child protection concerns, in order to support pupils and to tackle any underlying issues.

5   Bullying and the law

5.1   Bullying is not a specific criminal offence in the UK. However, we understand that some types of harassing or threatening behaviour, or communications, could be a criminal offence under various legislation. For example, if a pupil sends an electronic communication which conveys a message which is indecent or grossly offensive, or a threat, is guilty of an offence if their purpose in sending it was to cause distress or anxiety.

5.2   If we think an offence has been committed, we will seek advice and guidance from the police.

6   Bullying which occurs outside school premises

6.1   As a school, we have the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

6.2   Conduct outside the school premises, including online conduct, that schools might sanction pupils for, include misbehaviour:

- when taking part in any school-organised or school-related activity
- when travelling to or from school
- when wearing school uniform
- when in some other way identifiable as a pupil at the school
- that could have repercussions for the orderly running of the school
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

This may include bullying incidents occurring anywhere off the school premises, such as on transport, outside the local shops, the local park or around the village. **This list is not exhaustive.**

6.3 Where bullying outside school is reported, it will be investigated and acted on in line with this policy. The Headteacher will also consider whether it is necessary to notify the police. They will always be informed if there is the possibility of criminal activity or activity that could pose a serious threat to a member of the public.

6.4 The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school, e.g. on a school visit.

7 Cyberbullying

7.1 We accept that this type of bullying is readily developing as pupils have wider access to a wider range of technology. We acknowledge that this type of bullying can occur in or outside school.

7.2 This type of bullying is challenging to prevent and tackle, as it can happen anytime, anywhere and can get out of hand very quickly, becoming more widespread with the click of a button.

7.3 If we are made aware of alleged cyberbullying, we will request to see any evidence on a pupil's mobile phone (in accordance with the Education Act 2011). Under this Act, we do not need parental consent to search a pupil's mobile phone. However, we will involve parents/carers as soon as possible. We will also inform the police if it is deemed necessary and hand over the mobile phone to them as soon as possible. The school will not delete any material on mobile phones as it may provide valuable evidence either of bullying and/or a criminal offence.

8 Minimising the risk of bullying

8.1 All staff at Blundeston CEVC Primary School are aware of the importance of being pro-active in promoting the school's anti-bullying work. We address bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does. The following strategies have been shared and agreed with all staff in order to prevent incidents of bullying:

- ➢ Show commitment to anti-bullying work in school
- ➢ Have an open mind and an "it could happen here" attitude; this is crucial when dealing with incidents of peer on peer/child on child abuse
- ➢ Create and promote a safe, inclusive and secure environment
- ➢ Be clear to the whole school community that the school does not tolerate bullying
- ➢ Ensure the playground/field is carefully supervised by staff at break and lunchtimes – children are not allowed in the playground/on the field unsupervised
- ➢ Monitor the toilets, cloakrooms and corridors
- ➢ Be aware of children leaving the classroom during lessons and ensure their whereabouts is known
- ➢ Be watchful of all children and be aware of, and investigate, any changes in behaviour

- ➢ Ensure any incidents involving poor behaviour are recorded on the school's internal online logging system (CPOMS)
- ➢ Ensure any alleged bullying is reported to the Headteacher and/or Deputy Headteacher
- ➢ Follow the stages set out in the Behaviour Policy to ensure early identification/ intervention for poor behaviour
- ➢ Teach pupils about bullying through our curriculum, e.g. Life Skills, RE and collective worship
- ➢ Use the SEAL materials on bullying when appropriate
- ➢ Take an active part in the National Anti-Bullying Week (during November)
- ➢ Discuss with pupils strategies to avoid being the victims of bullying and to encourage them to express feelings and opinions assertively
- ➢ Provide support through our Nurture and Pastoral Support Lead and Nurture Group, as appropriate
- ➢ Teach pupils the differences between "What is bullying?" and "What is an incident?" (see Appendix A)
- ➢ Discuss responsible internet use and promote online safety with parents/carers/children (led by Online Safety Leads and Digital Leaders through our Online Safety Policy/computing curriculum and Acceptable Use of Technology Policy)
- ➢ Complete an annual Online Safety (Autumn term) and Anti-Bullying (Summer term) audit of pupils and parents/carers
- ➢ Access external support as appropriate to support pupils identified as being vulnerable

8.2 We understand that some pupils may be more likely to be the target of bullying because of some of the attitudes and behaviours others may have towards those who are different from themselves. For example, those who have a different appearance to themselves, those with special educational needs or disabilities, those who are looked after or adopted, those who have health problems or those with caring responsibilities. We will remain vigilant around these groups and alert to the potential for bullying. However, we will remain open-minded at all times and maintain the view that all pupils could be potential perpetrators or victims of bullying and/or peer on peer/child on child abuse.

9   Tackling bullying

9.1 The Headteacher and senior leaders will take the lead role in investigating and resolving ongoing problems. All parties involved will be fairly treated and have a chance for reflection and to give their side of events. The parents/carers of both the perpetrator(s) and the victim(s) will be involved and events recorded. We believe that all children can change their behaviour with appropriate support (see our Behaviour Policy).

9.2 When investigating alleged incidents of bullying, staff at Blundeston CEVC Primary School will endeavour to:

- ➢ Establish early-on whether it is *bullying* or an *incident* (see definitions above).
- ➢ Talk to all pupils involved, independently, so they are able to speak openly and honestly, without fear of recrimination, and demonstrate to them that

the school is taking the matter seriously. Notes will be made of these conversations.

- ➢ Contact parents/carers at the earliest opportunity to discuss the situation and invite them to a meeting at the school with the Headteacher and/or Deputy Headteacher. Demonstrate to them that the school is taking the matter seriously. The aim will always be to work alongside parents/carers to support the pupils involved and find a suitable and swift resolution.

10   Dealing with bullying – the victim

10.1   We understand that each case of bullying or alleged bullying will need to be dealt with individually.

10.2   Bullying may be reported by a pupil, a parent/carer, member of staff, volunteer at the school or member of the public. In some cases, a pupil may admit to a member of staff that they have bullied another pupil.

10.3   We recognise that there may be other pupils affected by bullying, other than the perpetrator and/or intended victim, and that these pupils may also require support. We will follow the procedures set out below when providing support for these pupils.

- ➢ All reported incidents of bullying will be investigated and taken seriously by the school.
- ➢ Parents/carers will be involved from the outset. We believe that by working together, we can support the pupil in the most appropriate way.
- ➢ It will be made clear to all the pupils and parents/carers involved that bullying will not be tolerated.
- ➢ The Headteacher and/or the Deputy Headteacher will take time to discuss the issues with the victim and they will be given the opportunity to have their say and explain the situation from their point of view. We will work together with the pupil to find potential ways to resolve and deal with the situation, if age and stage appropriate. Notes will be made of these conversations.
- ➢ Strategies to support a victim of bullying will be put in place by staff. These may include a buddy from an older class, adult support at lunchtime, external mentor, the opportunity to talk regularly to a member of staff, pastoral/nurture support. Parents/carers will be informed of the planned support.
- ➢ A solution-focussed approach may be used involving all the pupils involved to prevent the bullying from reoccurring and bring about a reconciliation.
- ➢ Staff will give appropriate sanctions to the perpetrator (in accordance with the school's Behaviour Policy). These sanctions will be communicated to the victim and their parents/carers, if appropriate.
- ➢ Staff will ensure the pupil continues to attend school, so the school can offer the best support and resolve the situation for the victim.
- ➢ The Headteacher and other relevant staff will monitor the situation closely afterwards.
- ➢ If the bullying/impact of bullying is serious, external support may be sought. This may include the local authority children's services, school health, Specialist Education Services (SES), Early Help team, Common Assessment Framework (CAF), Child and Adolescent Mental Health

Services (CAMHS), Educational Psychologist and In Year Fair Access Panel (IYFAP).

➤ The outcome of any investigation and actions taken will be recorded by the school.

11   Dealing with bullying – the perpetrator

11.1   We acknowledge that there may be many reasons why a pupil may target and/or bully another pupil, as all behaviour is a form of communication. We aim to try to find out what these reasons are so that we can offer support to any perpetrator of bullying to enable them to reflect on their behaviour, understand its impact and change their behaviour accordingly.

➤ All reported incidents of bullying will be investigated and taken seriously by the school.
➤ Parents/carers will be involved from the outset. We believe that by working together, we can support the pupil in the most appropriate way.
➤ It will be made clear to all the pupils and parents/carers involved that bullying will not be tolerated.
➤ The Headteacher and/or the Deputy Headteacher will take time to discuss the issues with the perpetrator and they will be given the opportunity to have their say and explain the situation from their point of view. We will work together with the pupil to find potential ways to resolve and deal with the situation, if age and stage appropriate. Notes will be made of these conversations.
➤ The school will apply disciplinary measures to <u>PROVEN</u> cases of bullying. Sanctions will not be applied to any perpetrator until any allegation of bullying has been investigated and a clear case of bullying has been established.
➤ The school's Behaviour Policy will be applied (incidents of bullying triggering at least Stage 3 sanctions). Reasonable adjustments will be made in terms of SEND and vulnerable pupils as outlined in this Behaviour Policy.
➤ We understand that bullying may be a sign that the perpetrator is unhappy, suffering abuse and/or at risk of harm. If there are any safeguarding concerns, then the school's Safeguarding and Child Protection Policy and procedures will be followed.
➤ We will talk to, listen to, and try to understand the reasons for the perpetrator's behaviour. We will offer similar support if appropriate, as listed in section 10 above. This may include pastoral/nurture support, children's services, school health, SES, CAF, CAMHS, Educational Psychologist and IYFAP.
➤ A solution-focussed approach may be used involving all the pupils involved to prevent the bullying from reoccurring and bring about a reconciliation.
➤ The outcome of any investigation and actions taken will be recorded by the school.

12   Roles and responsibilities across the school

12.1   The role of Governors

- ➢ Promote the wellbeing and ensure the safeguarding of pupils and staff in the school.
- ➢ Provide leadership to ensure the development, implementation and regular review of the Anti-Bullying Policy.
- ➢ Ensure that the policy and good practice are reflected in the school's anti-bullying work.
- ➢ The SEND Governor will have a particular brief to oversee the anti-bullying work of the school with regards to SEND pupils, through the implementation of the SEND Policy and the writing of the SEND Report.
- ➢ Make safeguarding a regular item for discussion at Governor meetings through the termly Headteacher's Report to Governors.
- ➢ Publish and keep under annual review the Anti-Bullying Policy.
- ➢ Ensure the policy adheres to relevant legislation/guidance.
- ➢ Review the policy annually in consultation with pupils, parents/carers and staff and ensure that it is informed by, and responsive to, their experiences.
- ➢ Provide leadership to ensure a consistent response to all incidents of bullying and harassment, including of staff.
- ➢ Ensure the development and publication of a Complaints Policy and apply it appropriately, in relation to complaints about bullying.

12.2   The role of the Headteacher

- ➢ Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff.
- ➢ Promote the wellbeing and ensure the safeguarding of pupils and staff in the school.
- ➢ Act as a strong and positive role model for all staff, parents/carers pupils and visitors.
- ➢ Celebrate success around the school's anti-bullying work and share good practice.
- ➢ Guide staff in offering appropriate support for the victims and perpetrators of bullying.
- ➢ Ensure the voices of pupils, staff, parents and carers are heard and communicated to Governors.
- ➢ Lead the design and implementation of a curriculum that teaches children about differences that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference, as well as children with different family situations, such as looked after children, children with parents/carers in prison or those with caring responsibilities.
- ➢ With the support of Governors and through consultation with staff, pupils, parents/carers and other stakeholders, develop, implement and review the Anti-Bullying Policy.
- ➢ Ensure the effective communication of the policy to all pupils, staff and stakeholders.
- ➢ Ensure that pupils, staff, parents/carers and other stakeholders are involved in the creation of a positive Christian ethos, which underpins the school's anti-bullying work.

- Take action to prevent all forms of bullying, including the use of prejudice-based language.
- Ensure that the school's Anti-Bullying Policy and related practice is complied with consistently and effectively.
- Implement sanctions as appropriate and in accordance with the school's Behaviour Policy.
- Consider any safeguarding issues that may have been highlighted and follow the school's Safeguarding and Child Protection Policy and procedures.
- Make sure that effective reporting and recording procedures are developed, operated and maintained.
- Ensure all staff regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying, including peer on peer/child on child abuse.
- Ensure that appropriate support systems are in place to prevent and respond to bullying, including individual support programmes.
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying, both inside and outside school. This may involve the police if a crime has been committed.
- Monitor the continued progress and self-esteem of the victims and perpetrators of bullying.
- Provide support for staff when dealing with incidents of bullying and/or peer-on-peer abuse.
- Respond appropriately to stakeholder consultation and make sure suggestions, opinions and concerns are included in policy review.

12.3   The role of school staff

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff.
- Act as a role model and behave with respect and fairness to all pupils.
- Promote the wellbeing and ensure the safeguarding of all pupils in school and ensure any intelligence about issues between pupils is recorded, dealt with and/or passed on to the Headteacher/Deputy Headteacher as appropriate.
- Observe and implement the school's Behaviour, Safeguarding and Child Protection, Online Safety, Equality and Diversity, Whistleblowing, SEND and Acceptable Use of Technology Policies.
- Contribute to consultations and reviews of this policy.
- Develop and support curriculum opportunities to promote equality and teach children about differences that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance-related difference, as well as children with different family situations, such as looked after children, children with parents/carers in prison or those with caring responsibilities.
- Provide a consistent response to incidents of bullying and hurtful behaviour, whatever its nature or motivation.
- Provide support to both the victims and perpetrators of bullying, in line with this policy and under guidance from senior leaders.

- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equality.
- Model positive attitudes and relationships.
- Promote a positive view of difference and challenge prejudice and stereotypical views both through classroom practice and by modelling the behaviour and values they are aiming to instil.

12.4 The role of pupils

- Feel confident to report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else (including incidents when they are bystanders), either inside or outside school (including cyberbullying).
- Feel confident to share their views about bullying through the annual Anti-Bullying Survey (Appendix B).
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness.
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged.
- Follow the school's Behaviour Policy and the school's 5 golden rules.
- Follow the school's Acceptable Use of Technology Policy and ensure they use the internet and technology appropriately, both in and out of school.

12.5 The role of parents/carers

- Demonstrate positive support for the school's Behaviour, Safeguarding and Child Protection, Online Safety, Equality and Diversity, SEND and Acceptable Use of Technology Policies.
- Model appropriate behaviour at all times within the school grounds.
- Feel confident and able to report to the school any concerns regarding pupils involved in bullying, both in and out of school, knowing that such complaints will be taken seriously and investigated accordingly.
- Support work undertaken by the school to promote equality, celebrate difference and challenge discrimination.
- Respond to requests from the school to provide feedback on the Anti-Bullying Policy and procedures.
- Ensure they and their child follow the relevant Acceptable Use of Technology Policies.

13 Bullying of staff

13.1 At our school, all forms of bullying are unacceptable. This includes bullying of staff, in person or via social media. Any such incidents will be reported to the Headteacher as soon as possible.

13.2 It is not acceptable for pupils, parents or colleagues to denigrate or bully school staff via social media in the same way that it is unacceptable to do so face to face. We encourage all members of the school community to use social media responsibly.

13.3 If the school becomes aware of any such incident, it will be taken seriously. The Headteacher may contact the person in question either in person or in writing and request the relevant post is removed. The Headteacher may also seek legal advice.

13.4 The school will ensure parents/carers know how to communicate with the school appropriately, including if they are unhappy or wish to complain. At these times, the parent will be directed to the school's Complaints Policy and procedure.

13.5 Staff are required to follow the Acceptable Use of Technology Policy in order to safeguard themselves from this potential risk.

14   Monitoring and review

14.1 The Anti-Bullying policy is the Governors' responsibility and they will review its effectiveness/content annually, taking into consideration any new legislation and/or guidance. It can be reviewed earlier than this if new legislation or guidance is produced.

14.2 They do this by considering, analysing and interpreting the information provided by the Headteacher's termly reports to Governors and/or Governor meetings, in relation to the school's anti-bullying and safeguarding work.
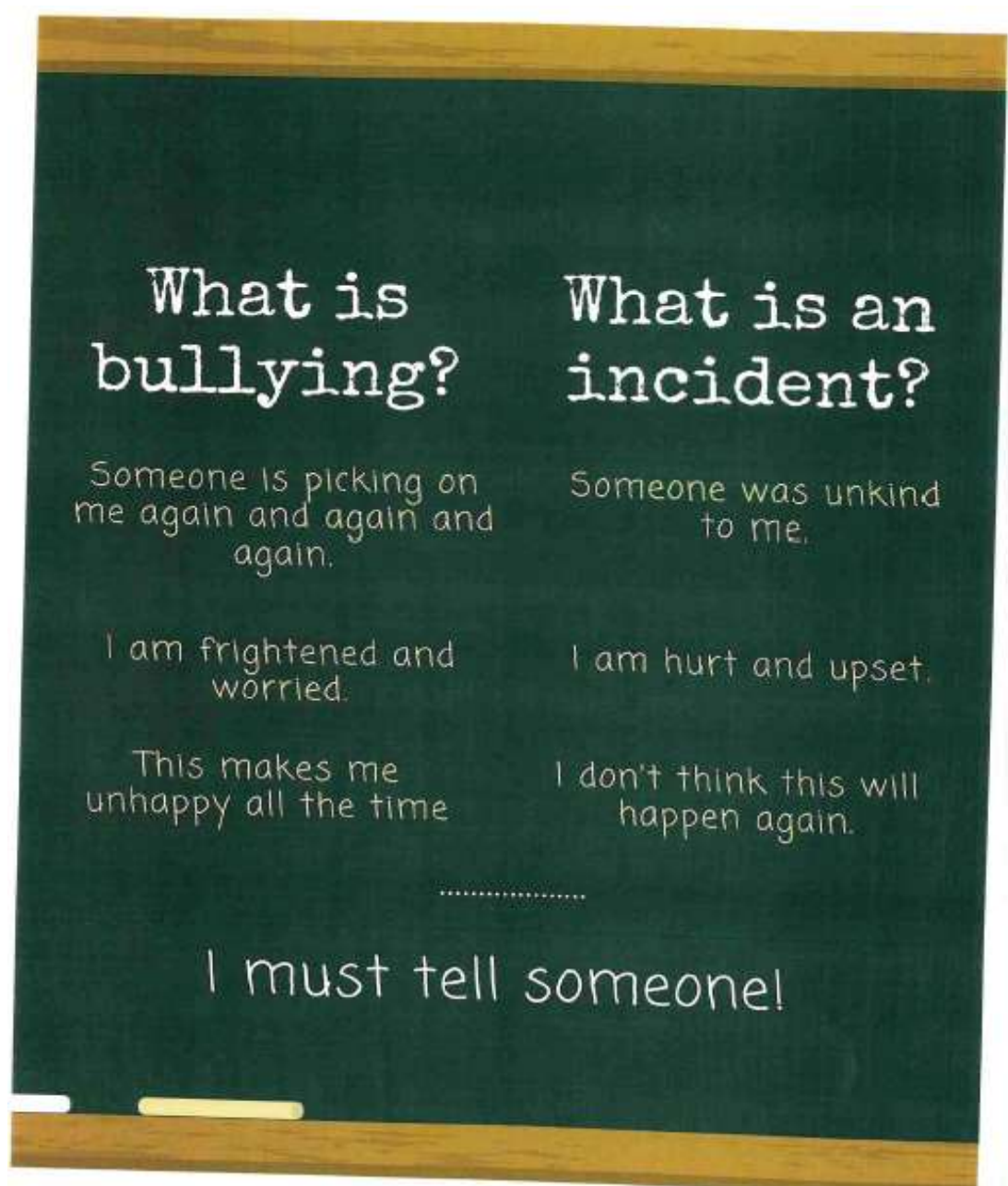
A Place to Flourish
"I have come that they may have life, and have it to the full" (John 10:10)

Blundeston CEVC Primary School
Anti-Bullying Survey

Name: _____ Year group: _____

Tick or circle your answers:

1. **Do you know the difference between an "incident" and "bullying"?**

   Yes   No

2. **Do you know about the different types of bullying? (physical, verbal, cyberbullying, emotional)**

   Yes   No

3. **Have you been bullied this year at school?**

   Yes   No

   If yes, have you told anyone?

   Yes   No

   What happened when you told them?

   _____

   _____

4. **How well do you feel the adults in school deal with bullying?**

Very well	Quite well	Not very well	Badly	Don't know
☐	☐	☐	☐	☐

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5. Would you know what to do if you were being bullied?

Yes   No

6. Who would you tell if you were being bullied?

☐	No-one
☐	My class teacher or another member of school staff
☐	A friend
☐	My brother or sister
☐	My parent or carer
☐	Another adult
☐	I would look on the internet for help or advice

7. What would you do if you saw someone being bullied?

☐	Nothing
☐	Walk away
☐	Join in
☐	Tell a teacher or another adult
☐	Try to stop it
☐	Comfort the person being bullied

8. Have you learned about bullying in your Life Skills lessons?

Yes   No

9. Do you feel like you need to have more lessons on what to do if you were being bullied?

Yes   No

10. Anything else you would like to say or ask about bullying?

Appendix C
Glossary of terms

CAF	Common Assessment Framework (early help)
CAMHS	Child and Adolescent Mental Health Services
CPOMS	School's internal logging system for safeguarding and behaviour incidents (Child Protection Online Management System)
IYFAP	In Year Fair Access Panel
LA	Local Authority (Suffolk County Council)
RE	Religious Education
SEND	Special Educational Needs and Disabilities
SES	Specialist Education Services