



Anti Bullying Policy

THIS DOCUMENT is a statement of the aims, principles and strategies for Anti-Bullying at North Downs, where we take a positive approach to inclusion by celebrating diversity, promoting resilience and well-being, and ensuring equality for all.

IT WAS DEVELOPED through a process of consultation with teaching and non-teaching staff, pupils, parents and Governors.

IT WAS APPROVED BY GOVERNORS IN: Autumn Term 2021

THIS POLICY WILL BE REVIEWED IN: Autumn Term 2023

Introduction

At North Downs Primary School we believe that bullying is not acceptable in any form or in any context. We aim to provide a safe, caring, supportive and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We aim for an environment where kindness and inclusive behaviour are encouraged and is part of the school's culture.

We want our pupils to feel safe in school and have an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe or concerned.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our schools and communities and each of us involved in education has a role in creating a culture in schools where bullying is not tolerated.

Principles that underpin the policy

For pupils who experience bullying that:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place
- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour that:

- strategies hold them to account for their behaviour and help them to face up to the harm they have caused

- they will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge
- they will learn how they can take steps to repair the harm they have caused
- they will have any safeguarding issues, around their circumstances, addressed
- school is aware of other circumstances and situations that may be influencing the child's behaviour.

For school:

- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders
- the school promotes a climate where bullying and violence are not tolerated and cannot flourish
- curriculum opportunities are used to address bullying
- systems are in place to prevent and respond to bullying
- all staff are aware, and model positive relationships
- the school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities.
- that inclusive values are promoted and underpin behaviours and school ethos.

For parents / Carers:

- they are clear that the school does not tolerate bullying
- they know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Links with other policies

Behaviour Policy
 Safeguarding and Child Protection Policy
 Acceptable Use Policy - Cyberbullying and internet safety
 Equalities Policy - Race, Sexist, Sexual, Transphobic, Homophobia, SEN and Disability
 PSHE Policy (including SRE Policy)
 Complaints policy
 Confidentiality Policy
 Staff Behaviour Policy (Code of Conduct)
 Whistleblowing Policy

Roles and Responsibilities

The Headteacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti -bullying Coordinator in our school is: Mr Steve Wade, Deputy Headteacher

Their responsibilities are:

- policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- co-ordinating strategies for preventing bullying behaviour
- implementing the policy and monitoring and assessing its effectiveness in practice
- ensuring evaluation takes place and that this informs policy review
- managing bullying incidents
- managing the reporting and recording of bullying incidents
- assessing and coordinating training and support for staff and parents/carers where appropriate
- coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying is: Mr Pete Maguire.

Their responsibilities are to ensure policy and procedures are in line with “Working Together to Safeguard Children” (2018) and “Keeping Children Safe in School” (2020).

Definition of Bullying

DfE definition of bullying from ‘Preventing and Tackling Bullying’ (June 2017)

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

The Anti-Bullying Alliance (ABA) defines **bullying** as:

*“the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. **Bullying** can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.”* (ABA 2014).

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent - if it fulfils the descriptions of bullying or harassment.

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

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation - this is different to isolating or excluding children from groups.

Why are some children and young people or adults, more vulnerable to being bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children
- bullying of a sexist nature

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups as well as other indicators such as shunning, subtle gestures such as aggressive stares, rolling of eyes, sighs, frowns as well as hostile body language.
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming.

Bullying can take place between:

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

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?

Bullying can include:

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media
- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- prejudice-related behaviour
- controlling behaviour
- intimidation

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’. Pupils understanding of this is supported through:

- Our PHSE programme - Jigsaw
- Whole School and Year Group Assemblies
- ELSA support

Why are some children, young people and adults, more vulnerable to becoming bullies?

- Family issues / background
- Social deprivation
- Trauma / loss in the family
- Domestic violence / abuse / bullying in the home
- Feeling powerless
- Low self-esteem
- Trying to get admiration and attention from friends
- Fear of being left out if they don't join in
- Not understanding how someone else is feeling
- Taking out their angry feelings
- A culture of aggression and bullying
- Being bullied themselves
- Gender
- The Bully's Personal History
- Having Power
- The bully sees You as being different

Developing and promoting Resilience and Emotional Well Being

At North Downs we:

- Look for a solution focused approach - involving and including all parties
- Ensure a Pupil voice -
- Follow a PSHE programmes - JIGSAW
- Have strong pastoral systems
- Access TAMHS and CAMHS
- Have access to nurture provision
- Employ restorative Approaches
- Provide ELSA support
- Operate Social Skills groups
- Facilitate peer mentors/buddies
- Offer parent support groups and training through, for example, our Home School Link Worker.

Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils, we at North Downs Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour. We follow and make use of:

- a Behaviour Policy focusing upon positive behaviour and role modelling.
- restorative approaches
- Healthy Schools Programme
- National Anti-Bullying week annually (usually in November)

- Feeling Good Week (run by CAMHS annually)
- Courtesy weeks
- PSHE - JIGSAW programme.
- Half termly assemblies on bullying - role play, indicators, the different forms of bullying
- specific curriculum input on areas of concern such as Cyberbullying and internet safety

In addition, we provide opportunities for:

- student voice - School Council
- playground buddying
- lunchtime clubs
- Learning Outside the Classroom (LOtC)
- ELSA support
- parent information events/information
- parent focus groups
- regular staff CPD
- Learning Space

Reporting and Responding to Bullying

Our school has clear 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).

The systems of reporting for children in the school are:

- talk to any member of staff
- put a note in their class worry box or ELSA Postbox
- through PSHE lessons and assemblies

The Systems of reporting for Parents/carers are:

- talking to a member of staff face-to-face
- contact school via email to: head@northdowns.surrey.sch.uk or deputy-ks2@northdowns.surrey.sch.uk
- contact school via a phone call: 01737 843384

The systems of reporting for all staff and visitors:

- talking to any member of staff

The systems of reporting Bystanders:

- talking to any member of staff

Procedures

At North Downs Primary school, we have developed a consistent approach to recording and monitoring bullying incidents and evaluating whether these approaches are effective. All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take are to:

- interview all parties and recording information on CPOMS

- inform parents
- follow a range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- refer to Behaviour policy and school sanctions as to how these may be applied including what actions may be taken if bullying persists - response and support may vary dependant on the type of bullying
- follow up an incident (recorded and reviewed at regular intervals) especially keeping in touch with the person who reported the situation
- provide support for the **ALL** involved in the bullying incident (give details of resources, strategies that could be used)
- contact outside agencies for support (e.g Surrey STIP teams/ EP team)
- contact the Police (see D of E Guidance on Criminal Law re: Hate Crime) or the School's Designated Safeguarding Lead
- should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure 2021.

Recording Bullying and Evaluating the Policy:

- Bullying incidents will be recorded by the member of staff who deals with the incident and recorded on CPOMS. A notification will be sent to the Anti-bullying coordinator.
- The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy by the Senior Leadership Team.
- This information will be presented to the governors in an anonymous format as part of the termly and annual reports.
- The policy will be reviewed and updated annually. The policy review will be linked to the School Development Plan, working towards a more inclusive and harmonious ethos across the school community.

Abbreviations

PSHE (p.2) Personal, Social and Health Education.

SRE (p.2) Sex and Relationship Education.

ELSA (p.5) Emotional Literacy Support Assistant.

TAMHS (p.5) Targeted Mental Health in School Service

CAMHS (p.5) Child and Adult Mental Health Service

CPOMS (p.6) Child Protection Online Management Service

STIP (p.7) Specialist Teachers in Practice

EP (p.7) Educational Psychologist.