



Inspire Education Trust

Together we achieve, individually we grow

Anti-Bullying Policy (Pupils) - Primar

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Document History

Version	Status		Date	Author	Summary Changes
V1	draft		21.09.22	A Husband V Prudham	Equaliteach amendements made
V2			April 2024	A Husband	Page 9; no.13 amend Sanctions to Consequences Page 10; no.15 amend Equality Opportunities Act to Equalities Act 2010

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Rationale

We are committed to providing a caring, friendly and safe environment for all our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable within our Trust Schools, whether it is in the school or during off-site activities. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell the staff.

All members of staff, children, parents and carers should have an understanding of what bullying is and what the school's procedures are for responding to bullying.

As a school we take bullying seriously. Children and parents/carers should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

1. What Is Bullying?

1.1. In our schools we define bullying as actions or words that are deliberately hurtful, repeated often over a period of time and difficult for victims to defend themselves against. We see that there are four main types of bullying:

- Physical – hitting, kicking, taking belongings, aggression
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty stories about somebody, social exclusion, sending unkind emails or text messages on mobile phones including photographs and images
- Cyber – sending unkind emails or text messages on mobile phones, inappropriate and persistent messaging and images through social networking sites (Anti Bullying Alliance/Stonewall 2013).

1.2. Under the Children Act 1989, a sustained bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

1.3. Bullying can also be:

- A form of child-on-child abuse including cyberbullying, prejudice-based and discriminatory bullying
- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Interference with possessions
- Racist – all prejudice-related incidents etc
- Sexual - unwanted physical contact or sexually abusive comments
- Discrimination on the basis of gender
- Homophobic - because of, or focusing on the issue of sexuality
- Biphobia – because of, or focusing on the issue of sexuality
- Special Educational Needs – because of learning, physical disabilities or gender identity.

2. Why is it important to respond to bullying?

2.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Children and staff who are bullying need to learn different ways of behaving.

We all have a responsibility to respond promptly and effectively to issues of bullying.

2.2 2.3 Preventing bullying is at the forefront of several key policy areas to ensure a well-rounded strategy to safeguard all our children. These include, but by no means exhaustive, The Child Protection and Safeguarding Policy, E-Safety Policy and the Behaviour Policy.

3. Signs and Symptoms

A child may indicate by signs, words or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a child

- Does not want to walk to and from school.
- Insists that they are driven to and from school.
- Changes their normal routine.
- Wants to stay at home for no apparent reason.
- Becomes withdrawn or displays a sudden lack of confidence.
- Is reticent to speak to other peers or teachers.
- Is upset at night and has displayed a disruptive sleep pattern linked with increased nightmares.
- Is continuously complaining of feeling unwell in the morning and at school.
- Displays a downturn in their academic standards.
- Possessions and clothes are torn or damaged or go missing.
- Asks for money or steals money (to pay bully).
- Loses dinner money on a regular basis.
- Has a sudden increase in bruises or cuts which the child finds difficult or is unwilling to explain.
- Comes home hungry (lunch has been stolen).
- Stops eating.
- Suddenly displays unusual aggressive and disruptive behaviour.
- Starts to bully other peers or family siblings.
- Is reticent or unwilling to talk about what is going wrong.
- Shows a sudden drop off in their use of the mobile phone.

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

4. Bullying outside school premises

- Staff will investigate bullying incidents outside of school when reported by a parent/carer, or member of the community.
- The school will discipline child for bullying/misbehaving outside of the school premises if appropriate.
- Parents and carers will be informed of an incident and subsequent action taken by the

school.

5. Responsibilities

5.1 Head of Primary Education / The Headteacher

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The Headteacher will:

- ensure that all staff have an opportunity of discussing strategies and reviewing them;
- determine the strategies and procedures;
- discuss development of the strategies with the Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents/carers and students.

5.2 Standards Leader will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- keep the Leadership Team informed of incidents;
- determine how best to involve parents/carers in the solution of individual problems;
and make a regular report through CPOMS.
know the school's procedure and deal with any incidents that are reported if appropriate

5.3 What we will do to prevent bullying

We will ensure that everyone understands what bullying is and how to deal with it through:

- Communication of this policy to parents/carers, children, staff and governors
- Lessons and assemblies
- Regular reminders about courteous and respectful behaviour in normal lessons and everyday activities within the school
- Displays promoting positive behaviour

All incidents of bullying will be seen as important and will be dealt with in a sensitive, consistent and urgent matter. Sanctions and counselling will be adopted. Children will be encouraged to feel able to report ALL incidents of bullying and to support each other when witnessing incidents.

Friends of victims will be encouraged to report bullying if they are aware of it, even if the victims ask them not to. In all cases the victims will be given support to reassure them.

Some incidents may be relatively minor e.g. hiding a bag or a coat or using nicknames etc. and may be dealt with by reprimand, a warning and a clear statement that such behaviour is unacceptable in our schools. However minor, cases will be recorded and passed to a member of the Senior Management Team. Repetition or serious cases of abuse or bullying will result in parents/carers being notified and/or interviewed and in more severe cases sanctions being used with the bully e.g. suspension or exclusion.

See section 9 for further details of how staff will respond to incidents of bullying.

6. Curriculum Support for the Anti-Bullying Policy

6.1 Lessons, assemblies and events for all students

- During 'Anti Bullying Week' each year, there will be a focus on preventing bullying e.g. Celebrating Difference, Cyber Bullying, we are better without Bullying, Stop and Think Words Can Hurt.
- Internet Safety Week celebrated each year through the curriculum and assemblies.
- Workshop delivered to parents/carers highlighting internet bullying/safety using CEOP resources.
- Staff receive Child Protection Training every year.
- Anti-Bullying is reinforced through PSHE and use of 'Jigsaw' curriculum and E Safety through ongoing lessons.

Additionally, we work closely with the Police, the EWO, School Nurse, the Behaviour Support Team and Social Services.

6.2 Anti-Bullying (E Cadets)

An Anti-bullying enterprise initiative was introduced in 2016 to support children in being safe on line. Children will be trained as E Safety champions and students from our Trust secondary school will attend school to update staff, children and their parents/carers in staying safe.

Our current areas of development are:

- Sending out a monthly 'Staying Safe' newsletter for parents/carers to support their children on line.
- On-going research on all aspects of bullying and reporting mechanisms.
- Producing other material for display around the school.
- Working with other schools within the city to share ideas and provide information.
- Ensure anti bullying is fully embedded within the curriculum.
- Provide training for staff in responding to homophobic/ transphobic bullying.

7. Anti-Bullying Procedures: Parents and Carers

7.1 If parents/carers suspect their child is being bullied they should contact the Class Teacher or Standards Leader. Parents/carers should be prepared to talk about the

signs and symptoms and any suspicions they have regarding those carrying out the bullying.

- 7.2 Parents/carers must leave the initial investigation to the school. Any attempt to resolve the issue themselves will inevitably make the matter worse.
- 7.3 Parents/carers should encourage their child to talk to their classroom teacher or another member of staff in the first instance.

8. Anti-Bullying Procedures: Children

8.1 Children who are targeted by a bully often face significant [personal challenges](#), including feelings of isolation and humiliation. Anxiety, fear, and low self-esteem are also common. Even so, many victims of bullying don't tell anyone about the problem. The reasons for remaining silent are many and vary from person to person, but bullying is often scary and confusing. This fact leaves most children unsure of how to handle the situation. Many will keep bullying incidents to themselves while they try to figure out what to do. One report found that 54% of students who were bullied didn't report it to an adult at school. Taking this into account, it underlines the importance for all adults to be vigilant and ready to offer support whenever there may be a disclosure of bullying. Creating an ethos and environment of not tolerating bullying and being explicitly clear on how children can access support is key.

- 8.2 If a child thinks they are being bullied they must tell an adult, parent/carer, teacher or another member of staff and be prepared to explain what form the bullying is taking and how it affects them.
- 8.2 Children who witness bullying or strongly suspect bullying must tell an adult, parent/carer, any member of staff.

9. Anti-Bullying Procedures: Staff

In cases of reported or suspected bullying staff will:

- Make it clear to students that bullying is unacceptable.
- Teach children how to co-operate in controlling bullying.
- Respond immediately if a child reports an incident of bullying by either dealing with it or referring it to a member of the Senior Leadership Team.
- Talk to the victim(s) and friends to get a written account.
- Talk to the bully and friends to get a written account.
- Record any detail on CPOMS.
- Pass on the details to the Standards Leader / Senior Management Team / Headteacher as well as logging onto CPOMS where of an urgent nature.
- Try to make sure that the bullying is prevented by being vigilant on duty before and after school, at break and lunch time and during movement around the school.

10. Anti-Bullying Procedures:

- Add the incident to CPOMS.
- Tag all bullying incidents On CPOMS so can be clearly reviewed to spot any patterns over time.
- All prejudice-related incidents should be tagged on CPOMS
- Investigate with the victim and bully if not already done by member of staff.
- Discuss the incident with the victim and the bully together to resolve the situation if possible.
- Inform parents/carers of the victim and the bully of the incident and the actions taken.
- Meet with the parents/carers of the victim and bully if necessary.
- Exclude the bully if appropriate.
- Deploy strategies for improving the self-esteem of and offering care for the victim e.g. inter-agency work (Education Welfare Service), resolution meetings, rewards, listen and value what the victim says.
- Deploy strategies for changing the behaviour of the bully e.g. inter-agency work, resolution meetings, behaviour support plans etc.

Follow the normal procedures of the behaviour referral system unless there is a need for 'fast-track' action to help the victim or the bully.

11. Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the child.
- Offering continuous support with a designated member of staff.
- Restoring self-esteem and self-confidence.
- Referral to a Pastoral Support if available and appropriate.
- Referral to a counsellor if appropriate
- Offering continuous support and advice to parents/carers
- Being informed about the outcome of the investigation in to their concerns.

12. Children who have bullied will be helped by:

- Discussing what happened.
- Discovering why the child became involved.
- Establishing the wrong-doing and the need for change.
- Informing parents/carers to help change the attitude of the child.
- Referral to a counsellor if appropriate.

Changing the attitude and behaviour of bullies will be part of the responsibility of the positive procedures used by the school. However, the school recognises that sanctions will also have to be used against bullies.

13. Consequences

Children who have bullied will be issued an appropriate consequence according to their behaviour, in accordance with the school's Behaviour Policy.

14. Complaints

If a parent or carer is dissatisfied with the nature or swiftness of a response made by the school following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance of the Trust's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If, however, the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken.

15. Equal Opportunities

In implementing this policy all members of staff must take into account the school's Equalities Act 2010 and the schools SEND and Relational Behaviour policies. Staff must ensure that no pupil involved in any incident of bullying, is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief. These elements of Equality are included in detail within our PSHE curriculum, including LGBTQ+ and SEND. Please read our PSHE policy for more details.

16. Monitoring, Evaluation and Review

Governors work with staff and students to review our Anti-Bullying Policy, improve mechanisms and support all new initiatives.

We will review this policy at least every two years and assess its implementation and effectiveness.

Reviewed by:

Amy Husband/Vicky Prudham
Amy Husband

Sept 2022
April 2024

Next Review Date:

April 2026

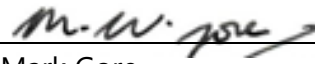
Approved by Directors:

01.05.24

Signed:



Lois Whitehouse
Chief Executive Officer



Mark Gore
Chair of Standards