



Stanton Bridge Primary School 'Crossing the Bridge to Success'

Anti-Bullying Policy

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1. Aims of the Policy:

At Stanton Bridge we want our children to know that our community and our school are a great place to live, play, learn and achieve in, and that they will be supported in a caring and safe environment without the fear of being bullied. We promote respectful behaviour and it is made clear that bullying is an unacceptable form of anti-social behaviour, it is wrong and will not be tolerated. Bullying can have an adverse effect on the development of our children's personal, social and emotional health, wellbeing, life chances and achievement. Our children have a right to feel safe, secure and valued, and that creating a safe environment and dealing with bullying is everyone's responsibility.

2. Objectives

All members of the school will have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSCEE (Personal, Health & Social, Citizenship, Economic Education) lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

3. What is Bullying?

Definition of Bullying

At Stanton Bridge Primary School bullying is considered to be the willful, conscious desire to hurt or threaten or frighten someone else, *which happens repeatedly or is perpetrated by a group of pupils towards another*. Bullying behaviour can take the form of:

- Bullying can take place in very obvious or very subtle ways
- Bullying is deliberately hurtful behaviour
- Bullying is usually repeated over a period of time.
- Bullying is the intention to make others feel insecure.
- Bullying is the deliberate use of aggression.
- Bullying is where there is an unequal power relationship between the bully and the victim.
- Bullying may be verbal, physical or psychological in nature. Bullying is a repetitive attack, which causes distress not only at the time of each attack, but also by the threat of future attacks.
- Bullying is long-standing violence, physical or psychological conducted by an individual or a group, against an individual who is not able to defend himself/herself in any particular situation.
- Bullying happens when one person or a group of people tries to upset another person by saying nasty or hurtful things to him or her again and again. Sometimes bullies hit or kick people or force them to hand over money; sometimes they tease them again and again. The person who is being bullied finds it difficult to stop this happening and is worried that it will happen again.
- A pupil is being bullied or picked on, when another pupil or group of students say nasty things to him or her. It can also happen when a pupil is hit, kicked, threatened, teased, locked in a room, sent nasty notes, or is excluded from conversations etc.
- Bullying behaviour is name-calling and nasty teasing.
- Bullying behaviour is threats and extortion.
- Bullying behaviour is physical violence.
- Bullying behaviour is damage to belongings.
- Bullying behaviour is leaving pupils out of social activities deliberately and frequently.
- Bullying behaviour is spreading malicious rumors.

- Bullying is the failure to report or take other action when an individual is directly aware that others are being deliberately nasty to another child.
- Bullying can take place via the medium of new technologies, via text messaging, through use of the internet, e.g. Facebook etc
- Bullying behaviour can be Prejudice-based and discriminatory such as:
 - Racial
 - Faith-based
 - Gendered (sexist)
 - Homophobic
 - Transphobic
 - Disability-based Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)

Bullying behaviour can also take place online (cyber bullying). This can be through social networking sites, messaging apps, or gaming sites. This can lead to victims experiencing anxiety and suffering from other mental health issues.

4. Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- doesn't want to go on the school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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
- bed wet
- feels ill in the morning
- begins to under perform in school work
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)

- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible. This list is not definitive and there may be other signs and symptoms.

5. Why is it important to respond to Bullying?

Bullying Hurts!

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a victim of bullying.

Children who are being bullied or those bullying must be enabled to learn appropriate ways of behaving in order to develop positive relationships in the future.

Bullying is unacceptable and is damaging to the child being bullied, the child bullying and any observers.

At Stanton Bridge Primary School we have the responsibility to respond promptly and effectively to reported incidents of bullying.

6. Methods and Approaches

Participation:

Children are engaged in discussions and work about bullying through the Personal, Social, Health, Citizenship and Economic Education curriculum.

At Stanton Bridge Primary School we ensure that the concerns of parents/carers are welcomed, acted upon and that we work in partnership to support children in bullying.

We encourage children to ‘Speak Out’ and support each other.

Prevention:

At Stanton Bridge Primary School we encourage the children to adopt a three stage assertive approach:

1. Tell the person(s) troubling you to STOP.
"I don't like when you bully me. I want you to stop!"
2. Warn them that if they do not stop that you will tell an adult. If they fail to stop, or you cannot do step 1 or 2, go to step 3.
3. Tell an adult immediately.

The issues around difference and diversity are explored in school to develop an understanding of others as valued individuals. The SEAL materials are used throughout the school. This work is further enhanced by circle times and timetabled PSHCEE sessions. The school also takes part in the national Anti-bullying Week and arranges events to highlight the problems and solutions during this week. The school councillors are used as good role models to the rest of the children, to promote respectful attitudes and to communicate and instill the message at their level.

Children regularly receive online safety lessons and assemblies. Workshops are held for parents around online safety. Where reports of online bullying are reported, parents and children are spoken to about age limits for different apps, and how children should not be using these at all. This is then monitored, and services are involved to support if it continues.

Support for children experiencing bullying:

The support will be personalized depending on the nature of the incident, but in all cases the parent/carers will be involved. Children will be offered an immediate opportunity to discuss the experience with a member of staff of their choice and the child will be reassured that they have made the right decision of speaking out. We as a school will offer continuous support in an attempt to restore their self esteem and confidence.

Working with children who bully others:

These are also personalised and depend primarily on the nature of the incident but parents/carers will be directly involved. Where sanctions are necessary these will be

applied consistently and in line with the school's behaviour policy. There should be a balance of reactive and proactive strategies to address the anti-social behaviour and ensure that it is not repeated. Discussions need to take place with those who bully to develop their understanding of the effects their behaviour has on others and ultimately themselves. In some cases outside agencies may need to be involved who possess the specific expertise to support the children and their families, e.g. Primary Care Trust, Youth Offending Service, Education Welfare Service, and Social Care.

7. Procedures to deal with incidents of bullying:

All staff will respond calmly and consistently to all allegations and incidents of bullying at Stanton Bridge Primary School. Reports will be taken seriously and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following step by step procedure will be used for reporting and responding to bullying allegations or incidents:

- If bullying is suspected or reported the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the behaviour manager/ headteacher.
- The behaviour manager/ headteacher will interview all concerned and record responses.
- Class teachers will be kept informed.
- Parents will be kept informed as and when considered appropriate.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not occur.

8. Mental Health and Well-being.

We support our pupils who may suffer from mental health or may have issues around well-being, through various interventions and support. We offer:

- Bubble time- self referral system. Pupils get opportunities to talk to a mentor about any issues they may be having.
- We have Well-being Champions who are trained to deliver resilience program to other pupils across the school. They also support and monitor pupils where there is a need.
- Focused assemblies.

- Workshops- internal and external.
- Signposting to relevant services.
- Cognitive Behaviour Therapy.
- Education Psychologist.
- Social, Emotional, Mental Health and Learning Team.
- Complex communication team.
- Mentor- learning walks.
- PHSCEE lessons.

9. Actions to deal with incidents of bullying:

A wide range of strategies will be considered, every incident will be dealt with according to its own circumstances e.g.

- The person who is bullying will be confronted with their actions, then may be asked to apologise if this is the wish of the child who has been bullied.
- If appropriate, we will encourage a positive relationship between the children.
- After the incident(s) have been investigated and dealt with each case will be closely monitored to ensure repeated bullying does not take place.
- Parents, carers and other agencies will be informed.
- A range of strategies will be considered according to the incident. These may include exclusion from playtimes, loss of privileges.
- If appropriate, an additional programme of activities will be developed to explore bullying and why young people bully.
- Staff will review and discuss bullying regularly to ensure understanding of the anti-bullying policy and its consistent application.

10. Review & Monitoring

This policy will be reviewed every 2 years.

The Headteacher will be responsible for reporting to the Governing Body.

Where appropriate information on bullying incidents will be shared with partner organisations when the partner agency is engaged with the child involved.

11. Help Organisations

ChildLine (free 24 hour telephone line for children and young people) 0800 1111

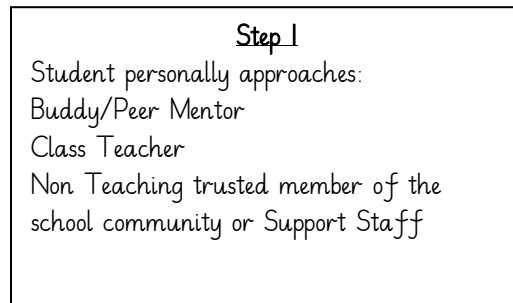
www.childline.org.uk

Anti-Bullying Alliance www.anti-bullyingalliance.org
National Bullying Helpline www.nationalbullyinghelpline.co.uk
Stop Bullying www.stopbullying.gov
NSPCC – helpline 0808 800 5000 www.nspcc.org.uk
National Children’s bureau 0207 843 600 www.ncb.org.uk
KIDSCAPE Parents helpline 0834 1 205 204 www.kidscape.org.uk
Bullying online www.bullying.co.uk
Advisory Centre for Education (ACE) 020 7354 8321 www.ace-ed.org.uk
Children’s Legal Centre 0845 345 4345 www.childrenslegalcentre.com
Parentline Plus 0808 800 2222
Youth Access 020 8772 9900

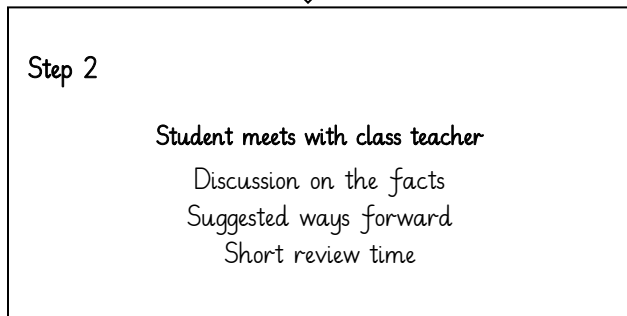
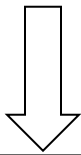
RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP

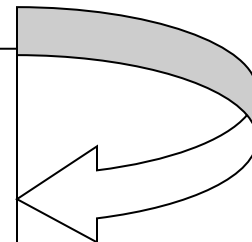
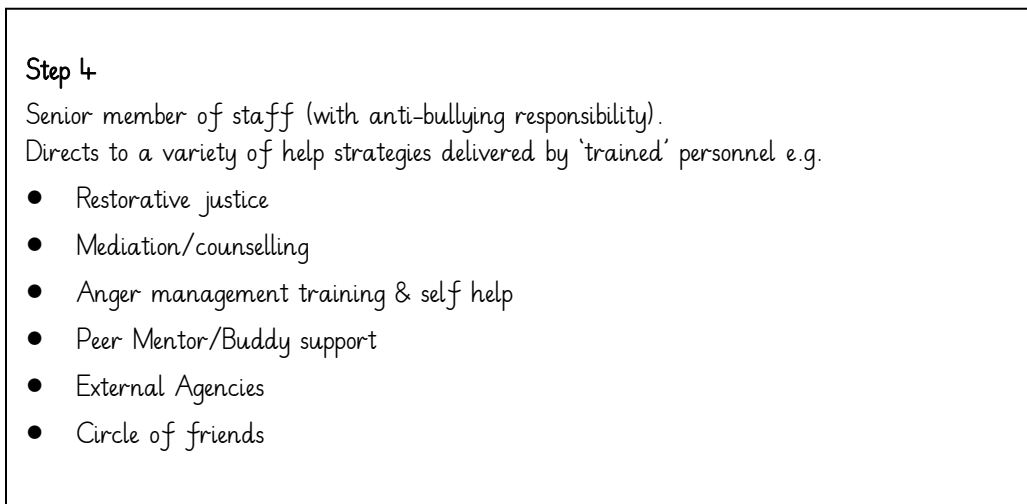
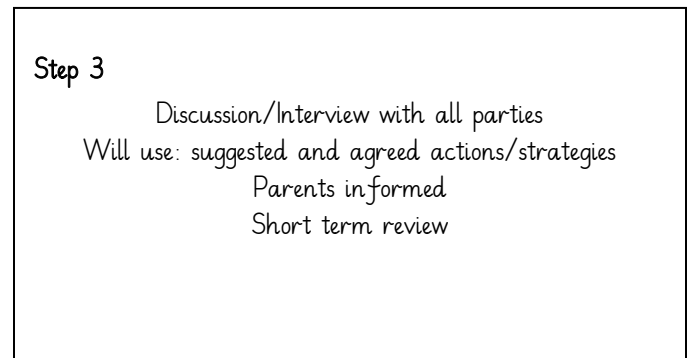
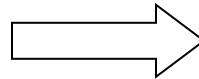
Child is bullied

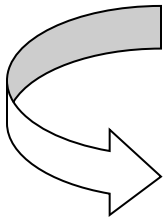


If continues



If continues





Step 5

Headteacher and Chair of Governors and inform/seek advice from LA Head of Inclusion services

Reviewed: September 2021

Next review date: September 2023