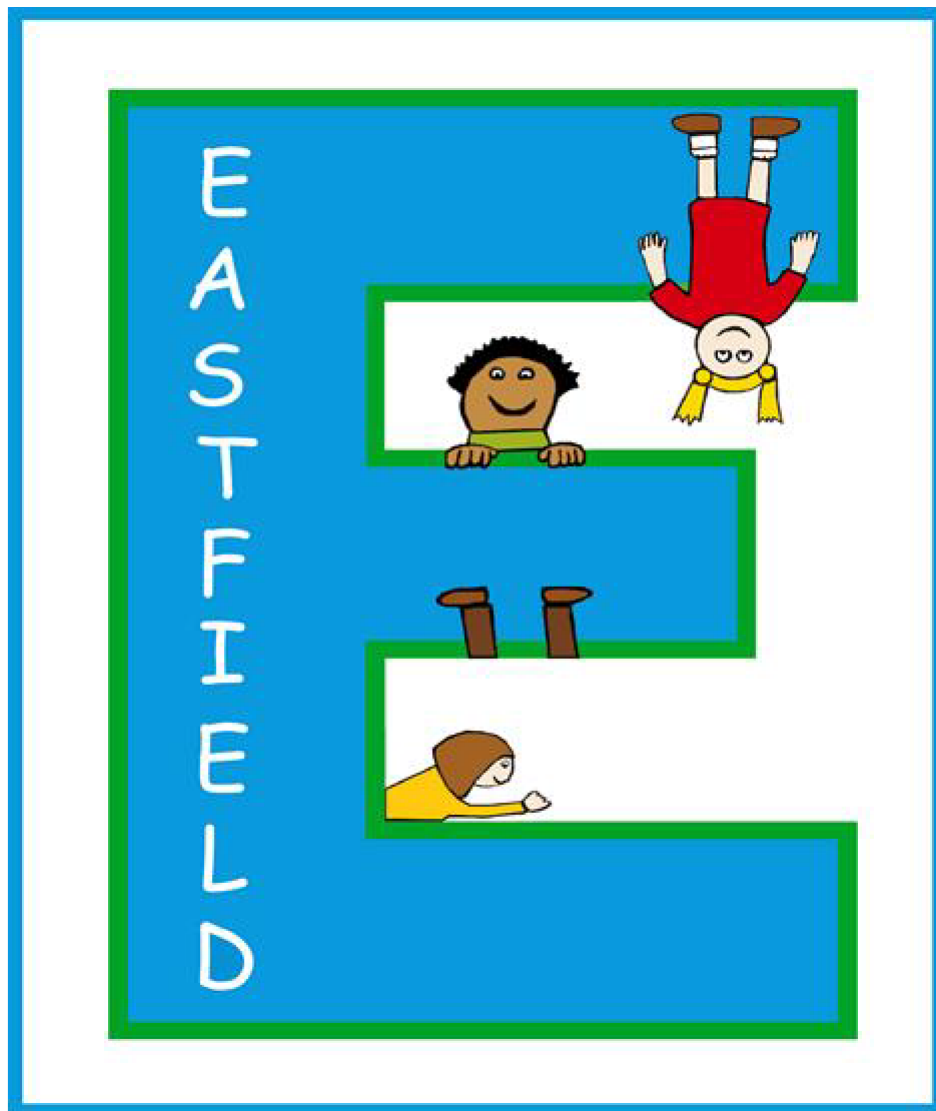


Anti-Bullying Policy



June 2024

EASTFIELD PRIMARY SCHOOL ANTI-BULLYING POLICY

Introduction

All schools have the legal duty to take bullying seriously (School Standards Framework Act 1988). Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst children and young people. This is included in Eastfield Primary School's Positive Behaviour for Learning Policy.

Head Teachers have the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises (e.g. on-line cyberbullying) or under lawful control of school staff (Section 89 of the Education and Inspection Act 2006).

The equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Equality Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations between people who share a protected characteristic and people who do not share it. Schools are required to comply with the new Equality Duty.

The Act which sits beside DfE guidance, also makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility, or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales, the act applies to all maintained and independent schools, including academies and Free Schools, and maintained and non-maintained special schools.

Principles and Values at Eastfield

Eastfield Primary School is committed to providing a caring, friendly, and safe environment for all children so they can learn in a relaxed and secure atmosphere and be kept emotionally safe. We take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently address any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

Aims of policy

Our Anti-Bullying policy is designed to be relevant and accessible for all stakeholders at Eastfield Primary School. It is designed to clearly state the position and processes of the school towards bullying. The policy also has appropriate links with the following policies and action plans:

- Positive Behaviour for Learning
- Inclusion
- Confidentiality
- Equality and diversity
- Safeguarding/child protection
- Internet use
- PSHE
- RSE
- The School Improvement Plan

What is bullying?

The Anti-bullying Alliance define 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 is not a one-off incident it is - **Several Times On Purpose.**

Bullying can be:-

- ❖ **Emotional** - being unfriendly, excluding, and tormenting (e.g., hiding books, threatening gestures).
- ❖ **Physical** - pushing, kicking, punching or any use of violence.
- ❖ **Sexual** - unwanted physical contact or sexual abusive comments.
- ❖ **Verbal** - name calling, sarcasm, spreading rumours, teasing.

Four main priorities to address as a school. (Safe to learn DSSF Guidance 2007).

- ❑ **Cyber** - all areas of internet, such as e-mails and internet chat room misuse, mobile threats by texting messaging and calls, misuse of technology i.e. cameras.
- ❑ **Homophobic** - because of or focussing on the issue of sexuality.
- ❑ **Racist** - racial taunts, graffiti, gestures.
- ❑ **SEN/Disability** - being a target of bullying due to learning disabilities/difficulties and/or physical/mental impairment.

Signs and Symptoms for Parents and Staff

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

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)

- begins to truant
- 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
- feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other money continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered as a possibility and should be investigated.

What to do about bullying?

If bullying does occur, all pupils should know that incidents will be dealt with promptly and effectively and are recorded on Class Charts. Our Digital Ambassadors report any issues to an adult who will deal with the bullying incident. We aim to create a climate where pupils can intervene themselves by TELLING staff straight away, through our restorative practice approach, so that it can be dealt with. Bullying is dealt with in the first instance by the adult to whom it is reported, if it is reported at school. More persistent occurrences are dealt with by the phase leader or Assistant Head Teacher who uses professional judgement in deciding whether to involve the parents of those concerned. Sometimes incidents of bullying are reported initially at home and the parents are encouraged to inform the school. This is then dealt with by the class teacher and the phase leader, or a member of the Senior Leadership Team.

All teaching and support staff should be alert to signs of bullying and act promptly and firmly. All staff will act swiftly to investigate any incidents brought to their attention, in line with our restorative practice approach. Any investigation will unpick the report 'on the balance of probability,' which means that it is more likely than not that an incident of bullying has occurred. Once this has been established, a restorative conference will take place which will be facilitated by the Behaviour and Welfare Officer or AHT. Conferencing focusses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the restorative questions. The process encourages the truth so responsibility can be

acknowledged, and remorse felt. It is this feeling of remorse, drawn out by the conference, that creates accountability.

By collectively identifying what harm has been caused, allows the participants to take ownership of a solution making it more likely to succeed. In turn, the process provides support for both, victim, and wrongdoer. A contract is agreed as part of this process, which is monitored and reviewed.

Repetitive incidents of distressed behaviour are closely tracked, discussed, and referred alongside the pathway of support pyramid.

All bullying concerns are recorded as a behaviour incident on Class Charts and on Edukey as a safeguarding concern by staff within school.

The role of staff

The staff may use the following strategies according to the situation and the age of the children:

- Watch for early signs of distress or wellbeing in pupils—deterioration of work, spurious illness, isolation, the desire to remain with adults, low self-esteem, bruises, and avoidance of school. All the above may be symptomatic of other problems but may be early signs of bullying.
- Be available and willing to listen.
- Treat the information seriously.
- Record each incident precisely.
- Regular updates/meetings/training with the Peer Supporters/Digital Ambassadors.
- Inform all members of staff as appropriate.
- Offer the victim immediate support and help by putting the school's restorative practice procedures into operation.
- Do not 'bully' the child who is bullying. Apply appropriate sanctions.
- All observed incidents of bullying must be stopped immediately. They must be dealt with immediately or later at a more appropriate time.
- Encourage peer support against bullying behaviour.
- Help children think about strategies to use (during RE, PSHE, Circle time and /or Class Assemblies).
- Ensure all pupils know what to do when they are bullied.
- Regularly remind children bullying will not be tolerated in the school.
- Promoting positive relationships – use staff as role models.
- Worry boxes / 'Ask it baskets' and Online worry notes are in each classroom where children can put down any concerns they may have to inform their class teachers/Digital Ambassadors.

Role of the pupils

Each academic year, Digital Ambassadors are trained. They also monitor worry boxes and pass on any concerns to senior staff or the class teacher.

Every academic year, Children take part in Anti bullying week to promote bullying and teach children strategies to deal with bullying and how to report bullying

The children are taught during assemblies, circle-time and PSHE lessons that we, as a school, support one another, understand what a bystander is and the importance of telling an adult if they witness someone being bullied.

We also expect our pupils to:

- Refrain from becoming involved in any kind of bullying, either inside or outside school.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.
- Anyone who becomes the target of bullies should have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Pupils of Eastfield Primary School can expect their concerns to be taken seriously and dealt with in a timely manner. Where possible, we will involve parents/carers in order to ensure that appropriate support is given, and any actions are communicated clearly. Whilst pupils are encouraged to raise any concerns, either of their own or about bullying behaviour towards others, with any member of staff, named members of the inclusion team will be given as a point of reference. Eastfield Primary School understands that those schools that excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Our pupils know that respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others are vital to maintaining a positive whole school environment. These values are reinforced throughout our curriculum and by staff and older pupils who set a good example to the rest of the school.

Consultation

To ensure that all stakeholders are involved in and aware of anti-bullying procedures, Eastfield Primary School uses the following methods of consultation and involvement:

- Parents Evenings/events
- Pupil surveys/questionnaires e.g., Health Related Behaviour Survey, school surveys (include any relevant results)
- School council meetings
- Staff/governor meetings
- Assemblies
- Anti-bullying Week

The role of Governors

Governors are legally required to consult the Headteacher, parents and teachers to develop the statement of principles.

We treat bullying seriously and aim to handle it sensitively, particularly with the children involved through restorative practice discussions about allegations and incidents. For more serious incidents parents/guardians are also included. We hope that our expectations of, and positive approach to behaviour management continues to be reflected in few bullying incidents.

Help organisations

Childline 0800 11 11

NSPCC <https://www.nspcc.org.uk/>

Advisory Centre for Education (ACE) 0300 0115 1142

KIDSCAPE Parent Advice Line 020 7823 5430 or What's App 07496 682785 or parentsupport@kidscape.org.uk

Family Lives 0808 800 2222 or askus@familylives.org.uk

www.bullying.co.uk

<http://www.anti-bullyingalliance.org.uk/> <https://www.kidscape.org.uk/>

Staff Review: Rachael Barnett

Date: June 2024

Review date: June 2026