

Eaves Primary School

'Excellence in Everything'



Anti-bullying Policy

November 2022

Status	Statutory
Responsible Governors' Committee	Governing Body
Date first approved by GB	January 2010
Responsible Person	Mrs N Kearney
Review Date	November 2023
Last Amended Date	November 2022

Definition

"The willful conscious desire to hurt, threaten or frighten some-one. It can be physical and/or verbal and it can be directed at some-one's physical characteristics, personality, racial origins, gender or social class background."

Tattum and Herbert 1990

This policy applies to all members of the school community (including staff, pupils, volunteers, Parents/Carers, visitors and community users).

At Eaves Primary school we recognise that there are many kinds of bullying including those outlined below:-

NAME CALLING	nicknames, personal attributes, sexual/racial taunts, homophobic language
PHYSICAL VIOLENCE	pushing, kicking punching etc
INTIMIDATION/EXTORTION	damaging work, taking sweets/money
ISOLATION	to purposefully exclude
ONLINE/CYBER BULLYING	To intimidate or send inappropriate messages by an electronic device or phone.

Research has shown that girls and boys are equally as likely to be involved in bullying. Bullying can either be by groups of children or by individuals.

Aims

At Eaves Primary school we do not tolerate bullying of any kind. All pupils and staff must feel safe in an environment, which allows them to work and play together. It is important that the school is viewed as a community of which everybody is an integral part. A member of our school community who may be vulnerable for one reason or another must be closely observed so that early signs of bullying can be detected. The importance of early intervention is crucial.

This includes online and cyber bullying.

The Education and Inspections Act 2006 empowers Headteachers to such extent as is reasonable, to regulate the behaviour of pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour Policy.

The school will deal with such incidents and will, inform parents / carers of incidents of inappropriate e-safety behaviour that take place out of school, such as bullying, inappropriate messaging and the use of age inappropriate sites and platforms.

From time-to-time arguments will occur: incidents such as this are not classed as bullying.

Objectives

- To ensure the safety and happiness of our pupils and staff.
- To ensure the right environment for each individual to achieve their potential.
- To provide a model for responsible behaviour.
- To endorse the reputation of the school as effective and caring.
- To safeguard the emotional/ mental health of our pupils so that they might become responsible and caring adults.
- To provide access to the Learning Mentor
- To be aware and support bullying when contextual

The school's policy includes the following key elements:

- The promotion of positive behaviour
- The development of preventative approaches
- Appropriate disciplinary procedures
- Involvement of parents/carers and outside agencies
- The belief in finding the truth
- E safety threaded through the computing curriculum

Relationships based on mutual respect, trust, care and consideration for others are an important part of our school aims, of our school behaviour policy and are embedded in our core values.

It is our aim to create an environment in which children feel safe to approach adults to express their fears and anxieties. Staff are also encouraged to voice concerns to members of the Senior Leadership Team.

There is a belief amongst some adults that if bullies are ignored, they will stop bullying, be it face to face or online; that bullying is an inevitable phase of childhood that will pass without their intervention; that all children must learn to stand up for themselves; that adult intervention to protect the victims of bullies would merely inhibit a valuable social lesson. At Eaves Primary we recognise that this is not the case, and we are aware that bullying does occur and needs addressing when it does.

All members of staff are asked to be on the look-out for signs of bullying or intimidation and to report them to the Senior Leadership Team should any concerns be identified. All members of staff, including lunch time supervisors, are given advice on how to spot bullying and are given strategies for dealing with it. Incidents of bullying are logged on CPOMs or the incident log sheets (See Appendix 1) which are then kept in the Head Teacher's office.

Where incidents of bullying are of a racial nature, they will be logged through the system outlined in the school's racial inclusion policy. Any incidents of homophobic bullying will be dealt with in a similar manner.

Parents/carers are encouraged to come in and discuss any problems with staff/safeguarding team as soon as they arise. Appointments must be made with the class teacher as these meetings need time putting aside. Any reported incidents of bullying are dealt with as a matter of urgency. Where appropriate, parents/carers will be reported back to.

A member of the Senior Leadership Team deals with any report of bullying immediately. The relevant individuals should be questioned individually and can be brought "face to face" with their "victim" if the other child is happy with this arrangement. The purpose of this is to try to impress on the bully, the effect of their actions on the person who is being bullied and to try to make them understand how that person feels (restorative justice). The child/children who are being bullied are given advice on how to deal with the bullies.

Areas within the school which may be potential danger areas for bullying have been identified. These are places such as the toilet areas, around corners at the side of the playground. Staff are asked to make sure that these areas are checked regularly, particularly during the lunchtime period. This limits any incidences of bullying happening in these areas. The school also has CCTV which can sometimes identify issues. The Elton report said that school playgrounds should have quiet areas where children who wanted to do so could sit and talk. At Eaves Primary school, we have provided seating areas in both playgrounds. Staff encourage children to use these areas appropriately and for the purpose for which they were intended. During each academic year a group of children are trained. They are known as 'Bees Buddies' and they support children by providing games and incorporate PATHs programme of emotional regulation during unstructured times.

Strategies for dealing with an incident of bullying.

At all times it is important that a member of staff uses their judgment to determine whether an incident is of a minor or serious nature and if in fact it is bullying. Children often fall out or play 'jokes' which other children do not find amusing. Staff will do all they can to 'get to the bottom' of an incident. Children are interviewed independently, and accounts of incidents are compared by staff to establish 'truthfulness' and/ or interpretation. Reflection time during lunch and breaks is used to iron out any minor altercations. This early intervention has been found to be beneficial in preventing more serious issues arising. All staff understand that children are capable of child on child abuse and are clear on school policy.

If the member of staff decides that the incident is serious enough to be classified as bullying then the following steps will be taken:-

Remove the victim from the scene as quickly as possible rather than challenge the bully there and then.

If you are unable to deal with the incident immediately, tell the child that he/she will be spoken with later without specifying how and when. This can be an effective strategy but must however, be followed up as soon as possible.

Do not be aggressive with the bully.

Do not physically intervene unless the pupil is causing physical injury to another pupil. When using any form of physical restraint, staff should be mindful of the DFE guidelines on the appropriate use of physical restraint and the correct forms must be completed as soon as possible after the restraint. All staff have undergone 'Team Teach' training and school ensures that this is kept up to date and where necessary involving staff in refresher courses.

Report the incident to a member of the Senior Leadership Team.

Do not accept excuses from the child who is allegedly bullying. Ask questions such as:-

If the incident was an accident, did you act by getting help?

If it was a joke, was everybody laughing?

If it was a game, could anyone join in?

We have a zero tolerance approach, an incident will never be passed off as 'banter' as this can lead to a culture of unacceptable behaviour and an unsafe environment for children.

Teaching pupils how to challenge bullying behaviour

Pupils throughout the school can be taught to refuse to comply with the demands of a pupil who behaves in a bullying manner. Encouraging a pupil to voice that the behaviour they have witnessed is inappropriate, gives the victim the opportunity to respond assertively to the situation with the backing of the teacher.

The majority of pupils may not be involved in bullying behaviour themselves, but they are likely to know that it is happening. It is possible to motivate peer pressure so that pupils take an active stand against bullying behaviour. Pupils can be encouraged to be active bystanders by:-

- not allowing someone to be deliberately left out of a group
- by not laughing or smiling when someone is being bullied/intimidated
- telling a member of staff what is happening (This is not telling tales)
- encouraging the victim of bullying to join in with their activities or groups
- telling the pupil who is bullying to stop what they are doing
- showing the pupil who is doing the bullying that they disapprove of what he/she is doing

Role play can be a useful technique in helping pupils rehearse more challenging situations. PSHE lessons fully support these strategies as do the Bees Buddies, by incorporating PATHS techniques and emotional literacy.

Sanctions used to deter bullying among students

Bullying is dealt with through the behaviour sanctions which are found in the school's behaviour policy. Persistent bullying results in the parents/carers of the pupil/pupils being asked into school to discuss their child's behaviour. A continuation of the bullying behaviour will result in the child/children being excluded for a fixed period at the Headteacher's discretion and in extreme cases, permanent exclusion.

Restorative justice is used to repair harm (not just for incidents involving bullying).

Equality Act 2010

According to the Equality Act, schools must not unlawfully discriminate against pupils because of their race, disability, religion or belief, gender re assignment, pregnancy and maternity or sexual orientation.

This message is fed down through staff to the children promoting the welfare of all children and staff, and school would take positive action to support if there was evidence anyone was being disproportionately subjected to violence or harassment.

Monitoring

Incidents of bullying amongst students and how they are resolved are monitored. The purpose of monitoring is two-fold. Firstly, to assist the school to identify patterns. The following things need to be taken account of:-

- who was involved (or alleged to be involved)
- where and when it happened
- what happened
- what action was taken
- how it was followed up

All staff have access to CPOMs. These incidences will be logged under the appropriate category of Bullying. Or if a member of the team is not a permanent staff member, they can log an incident on the attached form and report it to their line manager to log on CPOM.

Secondly, monitoring is useful because it helps to establish whether the policy is being effective. An indicator of the effectiveness of the Anti-Bullying policy would be a reduction in the reports of bullying.

Curriculum approaches to the topic of bullying

At Eaves Primary school, we believe that it is better to be proactive, for this reason the subject of bullying is discussed regularly. Many subject areas within the curriculum can be used to promote anti-bullying values and co-operative behaviour. This may be through a discussion about individual or group behaviour and its impact on others. This may arise from discussion about an incident in history, current affairs or a fictional account.

It is also achieved indirectly through a selection of curriculum approaches that require pupils to work together co-operatively. This can include; opportunities for personal

evaluation on how each pupil has worked with others and how interaction might be improved to encourage these attitudes.

Bullying as an issue is dealt with through R.E. and P.S.H.E. and PATHs. This may be in the hidden curriculum within a topic or as a unit of work. Bullying is also dealt with in assemblies and discussed through anti bullying week.

This policy has been compiled with reference to "**Bullying: -Don't suffer in silence**"
D.F.F.E. 1994 HMSO publications.

This policy was discussed by the staff in Autumn Term 2022 approved by the Governing Body in Autumn Term 2022 and will be reviewed in Autumn Term 2023.

School Policy Appendix

Appendix 1 -Neglect and Anti-Bullying

Introduction

For all children, learning about relationships and making friends is a key part of their development. Conflict resolution, problem solving and maintaining friendships is all part of this journey. However, unfortunately for some children, they find themselves being the victim of bullying, whether this is face to face or online.

Bullying is a complex yet real issue. As with any displayed behaviour, it is important we understand what the child or young person is trying to communicate to us. Bullying is always unacceptable, and should never be tolerated, however by addressing underlying causes, we stand a better chance of making sustainable changes and ensuring our children have happy and healthy relationships.

Context and Rationale

This appendix has been created for schools following key learning from St Helens Safeguarding Children Partnership. Neglect is a prevalent issue across St Helens and remains a key priority area for the Partnership.

Neglect can have devastating consequences on a child's life, including on their relationships. If a child has not been nurtured or had the love and care that all children deserve, they can find themselves at risk of being bullied, or displaying bullying behaviours themselves.

Victims

Neglect may increase the risk of a child becoming a victim of bullying. This could be because:

- The child looks unkempt (i.e. unclean including unclean odour, poor dental hygiene, inappropriate clothing).
- A neglected child may (but not always) come from a low-income family and therefore may not be able to keep up with social pressures of having certain clothing/items.
- The young person may not have been shown love, care or warmth. This may mean that they were not shown the appropriate way to interact with other people, making it harder for them to do so in day to day life.
- A child who is neglected may have low self-esteem or anxiety which may make them vulnerable to being bullied.
- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. Children with special educational needs and disabilities can be at an increased risk of being bullied.
- A child who is tired or hungry may behave differently, as their basic needs have not been met and this will affect how they can function.

Children Who Display Bullying Behaviours

Neglect may also increase the risk of a child displaying bullying behaviours to their peers. This could be because:

- A child who is severely neglected, may develop additional learning or physical need, as the brain has not developed properly. This could include social, emotional and communication difficulties which may impact on friendships.
- A child who has experienced neglect may lack the social skills to make friends. They may also have witnessed domestic abuse which can also distort their view on what a healthy relationship looks like.
- In addition, the consequential feeling of loneliness may cause them to present themselves as a more dominant force to other children.
- A child who has been neglected can feel anxious and out of control; they may therefore exert power over others to bring back the feeling of control.
- For any child who experiences abuse, including neglect, they may find themselves in 'survival mode'. The trauma they experience may place them in a state of heightened awareness (fight or flight) that can cause them to display instinctive irrational reactions, rather than the regulated response we often guide our children to make.

Opposing Views

There may be situations where there are opposing views as to whether a child is a victim or the one displaying the bullying behaviours. In these situations, it is

important to not lose sight of the potential root causes of the behaviour. All incidents should be investigated thoroughly, and an impartial, evidence-based conclusion decided. However, it may be that following the outcome of the investigation, both the victim and the child displaying the bullying behaviour will need support.

Appendix 2

Bullying Reporting form

1. General Information

Alleged perpetrator _____ Year _____
Victim _____ Year _____
Witness _____ Year _____

2. Type of Incident (Please tick)

- a. Physical
- b. Name Calling
- c. Intimidation
- d. Extortion
- e. Isolation
- f. Homophobic
- g. On line /cyber

3. Details of the incident Location _____ Time _____

4. Action taken

5. Follow - up

6. Is this the first reported incident of bullying by this individual? YES/NO

7. Have the parents been informed? YES/ NO

Signed _____
Print _____