



Rangeworthy
Church of England Primary School
"LET YOUR LIGHT SHINE"



Rangeworthy CE Primary **School**

Anti-bullying Policy

Date policy last reviewed:	November 2021
----------------------------	---------------

Signed (Chair)	Name: H. Fussell M. Bath	Date:	November 2022
Signed (Head)	Name: S. Warnock	Date:	November 2022
Ratified:		Next Review: November 2023	

Statement of intent

We want Rangeworthy CE Primary School to be a place where children feel safe and thrive both academically and socially; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. Our Christian core values of **respect**, **responsibility** and **friendship** are embedded within the school culture, ensuring that all students are able to learn in a supportive, caring and safe environment.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

How will we achieve this?

There are four key strands to our approach:

- Educate every child to understand what bullying is (in a way that is appropriate to their age and stage of development)
- Help every child to exemplify the school values of 'Respect' 'Responsibility' and 'Friendship' through regular work and discussion about difference, tolerance and empathy.
- Ensure all children know what to do and who to speak to if they are being bullied or if they are concerned for a friend or fellow pupil.
- Ensure parents and carers know what to do and who to speak to if they are concerned that their child might be being bullied.

This policy operates in conjunction with the following school policies:

- Positive Behaviour Policy
- Child Protection Policy
- PSHE (Personal, Social and Health Education) Policy
- Exclusion Policy
- Online safety Policy

What is Bullying?

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

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time. (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying)
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+
- Black, Asian and minority ethnic (BAME) pupils
- GRT pupils
- Pupils with SEND

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: This is treating people differently because of their race, the colour of their skin, where they are from or what they believe in. It includes offensive words that describe race to bully people.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Lookist bullying: This is bullying because someone looks different, for example if they wear glasses or because of their hair colour.

If we are going to stand up to bullying then we cannot be selective – we have to stand up to bullying in all its forms, and protect any group or individual who may be vulnerable. Rangeworthy CE Primary School is committed to doing so.

Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions

- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so should be investigated by a member of staff.

Child-on-Child abuse

The school has a zero-tolerance approach to all forms of peer-on-peer abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

Online Bullying (Cyberbullying)

It is well recognised that bullying can take place in both the real and the online world. Online bullying is common on social media networks but is not limited to these. Any form of media (emails, texts, online gaming) which allow people to communicate can potentially become a vehicle for bullying.

Parents and carers have a huge role to play in protecting their child from online bullying. This might include:

- Setting clear rules for the use of technology in the home
- Ensuring parental controls are set on the internet as well as on individual devices
- Reading 'terms and conditions' before allowing their child to sign up to certain sites (the 'terms and conditions' of most social media sites – Facebook, Instagram and Twitter to name but a few – do not allow users under the age of 13)
- Monitoring their child's use of technology and ensuring that behaviour which would not be tolerated in the real world is not accepted online e.g. bad language and inappropriate comments are common during online gaming sessions where the children are wearing headsets and speaking through microphones

The school recognises that bullying may start online and find its way into school (or vice versa). The school will act to deal with all incidences of bullying, involving its children, which it becomes aware of. This includes instances which may originate out of school hours in the online world.

What is NOT bullying?

We believe that to deal with allegations of bullying successfully and appropriately, it is important to understand what does not constitute an allegation of bullying:

- Arguments between children
- Teasing which stops when corrected
- Loss of temper by one child with different children at different times
- Loss of temper during a playground game
- Retaliation by the victim of a 'one-off' incident
- Rough play
- Accidental injury
- Minor 'one off' insults
- The falling out of friends

Roles and Responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school is inclusive and adopts a tolerant and open-minded policy towards difference.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

The Headteacher is responsible for:

- Promoting good behaviour and positive relationships throughout the school day, and across the school, in accordance with the school's Positive Behaviour Policy
- Ensuring children are taught about bullying as part of the PSHE (Personal, Social and Health Education) curriculum
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures
- Ensuring this policy is followed where a parent, child or member of staff raises an allegation of bullying (relating to a child)
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected
- Arranging appropriate training for staff members.
- Working and meeting with families, children and staff to agree actions where an allegation of bullying has been made
- Monitoring any agreed actions, for a fixed period, to ensure that bullying has ceased

Teachers are responsible for:

- Promoting good behaviour and positive relationships throughout the school day, and across the school, in accordance with the school's Positive Behaviour Policy
- Teaching children about bullying as part of the PSHE (Personal, Social and Health Education) curriculum
- Being alert to social dynamics in their class

- Being available for pupils who wish to report bullying
- Providing follow-up support after bullying incidents
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations
- Refraining from stereotyping when dealing with bullying
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying
- Reporting any instances of bullying once they have been approached by a pupil for support

Lunchbreak Supervisors are responsible for:

- Promoting good behaviour and positive relationships during the lunch period in accordance with the school's Positive Behaviour Policy
- Alerting class teachers or senior leaders if they believe a child is being bullied or bullying others

Parents are responsible for:

- Informing their child's teacher or the Headteacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying
- Not making counter-threats if they are victims of bullying
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying in the form of a written statement which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be taught explicitly as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and residential visits.

The school raises further awareness through an 'Anti-Bullying Week' as well as regular references to our core values of 'respect', 'responsibility' and 'friendship' in collective worship.

Online Bullying is also taught explicitly as part of our Computing scheme of work and is also reinforced in the Children's Acceptable Use Policy.

In the school playground, there is a designated space called the 'Buddy Bus Stop' where children can go to indicate that they need a friend or buddy to help them. We also ensure good supervision at break and playtimes. Non-visible areas are out of bounds.

At Rangeworthy, we develop strong partnerships with parents so that we can work together to manage behaviour problems.

If necessary, seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. We ensure regular staff discussions on pupil welfare at staff meetings.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

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.

Procedures to follow

The following, consistent approach should be used when investigating allegations of bullying:

- 1) If bullying is suspected or reported, the member of staff who has been approached will discuss incident with all parties who may be involved and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the incident should be dealt with, in accordance with the school Positive Behaviour Policy. The Exclusion Policy will be considered where serious discrimination is encountered.
- 2) Once an incident of bullying has been established, a clear account of the incident/s be recorded and given to the Headteacher. The Headteacher will keep a confidential record of accusations of bullying.
- 3) The Headteacher will meet with both parties separately to attempt a resolution where the bully/s empathises with the feelings of the victim and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction in addition to those applied as part of our normal behaviour policy. Parents will be informally informed at this point, usually by phone, to reassure them that the matter is being resolved.

4) The situation will be monitored. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on 'the balance of probabilities'. At this point sanctions may be applied to the perpetrator/s in line with the school's Positive Behaviour Policy. If appropriate, advice and support will be sought e.g. from behaviour support, education welfare, education psychology.

Support

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from teaching staff / teaching support staff
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate or reply, but to keep the evidence and show or give it to their parent or a member of staff
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

Supportive Organisations:

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

NSPCC: www.nspcc.org.uk