



Redesdale Primary School

Anti-Bullying Policy

Policy reviewed:	September 2023
Policy review date:	September 2024



REDESDALE PRIMARY SCHOOL

ANTI-BULLYING POLICY

Statement of Intent

Redesdale Primary School is committed to provide a caring, friendly, supportive environment, where children can enjoy and achieve in a relaxed and secure atmosphere without the fear of being bullied. Bullying of any kind is unacceptable in our school. If bullying does occur, all children are able to tell and know that incidents will be dealt with promptly and effectively.

At Redesdale Primary School we aim to promote an inclusive, tolerant and supportive ethos where learning about tolerance and difference are a key part of our school curriculum.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of our **Positive Relationship Policy & Procedure** and **Child on Child Abuse Policy & Guidance**, which is communicated to all children, school staff, parents and carers.

All staff, parents, carers and children work together to prevent and reduce any instances of bullying at the school.

This policy takes into account the DfE guidance on [‘Preventing and Tackling Bullying’ July 2017](#), [‘Behaviour in Schools September 2022’](#) and [‘Approaches to Preventing and Tackling Bullying: Case Studies’ June 2018](#) (see **RPS Positive Relationships Policy & Procedures**).

Bullying is defined as:

‘behaviour by an individual or group usually repeated over time, which intentionally hurts another individual or group either physically or emotionally’.

We recognise that it is everyone's responsibility to prevent bullying from occurring. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell a member of staff.

Aims

- All staff are committed to ensuring that children feel safe in school, maintaining a climate in which children can tell and can be sure that adults will listen, modelling and encouraging high standards of social behaviour
- Bullying is wrong. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable.

- We aim, as a school to produce a safe and secure environment where all children can learn without anxiety.
- This policy aims to produce a consistent school response to any bullying incidents that may occur.
- We aim to create a supportive environment for the victim and also for the bully; in order to change patterns of behaviour and attitudes towards others.

Objectives

- Governors, teaching staff and non-teaching staff, children 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 children know what they should do if bullying arises.
- As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

Bullying will not be tolerated at our school

Definition of Bullying

Bullying at School - Definition of Bullying (gov.uk) defines bullying as actions that are meant to be hurtful and which happen on a regular basis. Bullying can be direct such as physical bullying (hitting, damage to belongings etc.), direct verbal (threats, insults, nasty teasing) indirect (cyber bullying, rumours, social exclusion, being ignored and not spoken to).

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) 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.

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexual abusive comments
- Disablist - targeted at children or staff with disabilities
- Homophobic - because of or focusing on the issue of sexuality
- Transgender - because of or focusing on the issue relating to gender
- Verbal - name-calling, sarcasm, spreading rumours, teasing

- Cyber - all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, eg. iPads and camera and video facilities
- Religious - because of or focusing on the issue of a person's personal religious or cultural beliefs

Bullying takes many forms and can include:

- name-calling, taunting, mocking and making offensive comments
- offensive graffiti
- excluding people from groups
- gossiping and spreading hurtful or untruthful rumours
- kicking, hitting, pushing
- taking belongings
- cyber bullying – including sending inappropriate, offensive or degrading text messages, emails or instant messages via the internet, setting up websites designed to embarrass or upset individuals or excluding them from social networking sites.

Children are bullied for a variety of reasons including:

- ethnic background, religion or culture
- disability, special educational needs or being particularly able.
- sexual orientation gender (including sexualised bullying)
- size, appearance or health conditions
- social or economic status (poverty, class)
- age/maturity
- home circumstances – certain groups such as children in public care, or young carers
- those with same sex parents/carers or whose parents/carers have mental health difficulties

Signs of Bullying

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 shows **changes in behaviour**, such as:-

- Becoming shy, nervous or emotional
- Becomes withdrawn, anxious, or lacking in confidence/self-esteem
- Starts stammering
- Is frightened of walking to or from school
- Unwilling to go to school
- Decreased involvement in school work
- Attempts or threatens to abscond or suicide
- Feeling ill constantly
- Cries themselves to sleep at night or has nightmares/bed wetting
- Feigning illness or taking unusual absences
- Clinging to adults.
- There may be evidence of changes in work patterns, lacking concentration or truanting from school.

- Has possessions which are damaged or 'go missing'
- Returns home with torn clothes or damaged possessions
- Asks for money or starts stealing money (to pay bully)
- Unexplained cuts or bruises
- Gives excuses for any of the above
- Becomes aggressive, disruptive or unreasonable – change of behaviour and attitude at home or school
- Is bullying other children or siblings
- Stops eating or has a lack of appetite
- Reluctant or frightened to say what's wrong
- Is afraid or unwilling to use the internet or mobile devices
- Is nervous & jumpy when a cyber message is received
- Lack of eye contact
- Becomes short tempered

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Children who display a significant number of these signs should be approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, they may:

- have experienced mental health problems, which have led to the child becoming aggravated.
- have been the victim of domestic abuse.
- have been a victim of violence themselves.
- enjoy being in power or creation of fear.
- be copying behaviour at home, by family members, peers or seen on TV or films.
- expect to have their own way.
- overreact to a domestic upset or change.

<https://www.gov.uk/bullying-at-school/the-law>

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

Strategies to prevent bullying

We believe that prevention is better than cure, so we work to encourage the caring side of children's nature and to ensure that they are well supervised.

The staff do this by:

1. Open door policy for children and parents to come and talk to staff.
2. We let children know that they will be listened to and that it is correct to tell an adult about bullying.

3. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE/RSE, SMSC, assemblies and subject areas, as appropriate.
4. During Anti-bullying weeks a range of activities and assemblies take place.
5. Online safety training for all children throughout the year.
6. Positive messages regarding acceptable behaviour are transmitted daily through our ethos, relationships and our **Positive Relationships Policy & Procedures**.
7. We positively encourage children to play games and to be friendly and we try to make the play areas interesting for children.
8. Childline posters and anti-bullying posters displayed around the school.
9. Assemblies are given on aspects of bullying and what to do about it.
10. Regular training for all staff.
11. Looking out for potential trouble spots and situations when on duty.
12. School rules ('Redesdale PROUD' & ABCS), which emphasise treating others with respect.
13. Allocating 'Playground Buddies' and 'Ambassadors' to help look after younger/vulnerable children during unstructured times.
14. Sports Leaders to organise team games and manage rules and boundaries and work 1-1 if necessary
15. Involving the School Council to be the voice for our children (Appendix 1 - Anti-Bullying Charter).

When is it bullying?

Bullying and bossiness and boisterous behaviour may be distinguished as follows:

Bullying

- A focus on weaker or more timid children, and with increasing reliance on threats and force.
- A wilful and conscious desire to hurt, threaten and frighten.
- Spoiling other children's activities and play, showing violence and hostility.
- Rough, intimidating behaviour.

Bossiness/Boisterous Behaviour

- Bossing whoever is around at the time.
- Children usually grow out of it as they mature and learn social skills.
- More natural and uncontrolled, not vindictive, high spirited, not unfriendly.

Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If as adults we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally situations go beyond broken friendships or minor differences and on these occasions adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child in line with school policies, vision aims and values.

What to do if bullying occurs

Children are encouraged to report bullying in school immediately. All adults in school must be alert to the signs of bullying and act promptly and firmly. The Class Teacher is often the first person they will speak to. At playtimes, staff are on duty on the yard and at lunchtime there are Teaching Assistants on duty. Children are constantly reminded that any problems can be brought to any member of staff during play and lunch breaks. Single incidents of hurtful behaviour may still leave the targeted child fearful of repetition and should always be addressed and investigated.

Bullying outside of school

School staff members have the power to sanction children for misbehaviour outside of the school premises to such an extent as is reasonable. **‘DfE Behaviour in Schools – Guidance for Headteachers and School Staff, September 2022** states that:-

“schools’ behaviour policies should set out what the school will do in response to non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, including the sanctions that will be imposed on pupils.”

This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. If the misbehaviour could be classed as criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to sanction children for bullying that occurs outside school, they can only impose the sanction and implement that sanction on the school premises or when the child is under the lawful control of school staff, for instance on a school trip.

SEND & Vulnerable Children

Bullying can happen to all children and it can affect their social, mental and emotional health. Staff should support all children who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. There is evidence to suggest that SEND and vulnerable children are more likely to be bullied out of school, for instance either on their way to and from school or through cyberbullying.

Some children are more likely to be the target of bullying because of the attitudes and behaviours some children have towards those who are different from themselves. Children with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to

experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer.

These children are often the same children who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents.

Staff must be aware of the potential signs of bullying, especially any changes in a child's behaviour or their emotional state. It is important that all adults in school are alert to the signs of bullying of our vulnerable children and those with special educational needs or disabilities and that staff act promptly and firmly.

Communication

Communication between staff, and between home and school, is essential. One person may only see part of a cumulative pattern of bullying which, in isolation does not seem very significant, but which forms part of a more serious problems. Staff on duty at playtime and lunchtime ensure that any significant incidents are reported to the relevant Class Teacher, who will report the position quickly to the Senior Leadership Team, Deputy Headteacher or Headteacher, as appropriate. Parents of both victims and bullies are informed at an early stage, and their help is enlisted in resolving the issues. Parents who are concerned about their child's welfare, and who feel that their child may be being bullied should discuss the issue in the first instance with the Class Teacher and then the Deputy Headteacher or Headteacher if the problem persists.

The Senior Leadership Team discusses any on-going issues as part of our meetings and staff are updated about ongoing concerns during weekly 'Staff Pastoral Briefings'.

Action taken when a bullying incident occurs

All incidents are investigated and taken seriously. The following steps are to be taken when dealing with reports of bullying:

1. When bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
2. If a child has reported an incident of bullying they will be taken to a member of the Senior Leadership Team where a full clear account of the incident/s will be recorded.
3. Support children who feel they are being bullied.
4. A member of the Senior Leadership Team will speak to all concerned and will record their findings.
5. Parents of the children involved must be notified as soon as possible by a member of the Senior Leadership Team.
6. All incidents of bullying must be reported to the Headteacher.

Outcomes

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience, and their feelings.
- All relevant staff informed to be vigilant, especially Lunchtime Supervisors.

- Identify a 'go to person'.
- Immediate reassurance and continuous support; from their 'go to person' and Class Teacher.
- If necessary 1-1 sessions to help restore or improve self-esteem and confidence, where the child learns to;
 - Appreciate himself/herself as a unique person
 - Explore his/her feelings
 - Value his/her own achievements
 - Voice his/her own needs

Children who have bullied will be helped by:

- Discussing what happened/giving their account of events
- If necessary 1-1 sessions, where the child can learn to:
 - Establish the wrong doing and need to change
 - Examine his or her own behaviour
 - Explore better ways of relating to their friends
 - Think about what makes other children unhappy
 - Empathise with the feelings of others
 - Use strategies to control their anger
 - Relate with peers less aggressively
 - Engage in calmer play

Parents

If a parent has a concern about any aspect of bullying, they are welcome to come in and discuss their concerns. We strongly urge parents to inform us at an early stage if they think their child is being bullied.

If a parent suspects or knows that a child is being bullied:-

1. Encourage your child to tell you or write down what has happened. Talk calmly about his/her experience.
2. Inform the Class Teacher, Deputy Headteacher or Headteacher immediately.

At Redesdale Primary School we aim to ensure that children play, learn and socialise in a supportive, caring and safe environment without fear of being bullied. Children and young people have a right to be protected from harm and discrimination. They should be able to learn in an environment in which they are free from harassment, bullying and discrimination.

This policy should be read in conjunction with, but not limited to, the following school documents:

- Safeguarding & Child Protection Policy
- Positive Relationships Policy & Procedures
- Cyber-Bullying Policy
- Child on Child Abuse Policy & Guidance
- Children Missing Education Policy
- Single Equality Scheme
- PSHE/RSE Policy
- SEND Policy & Information Report

- Online Safety & Acceptable Usage Policy
- Social Networking Policy

This policy takes into account information provided in:

- Equality Act 2010
- Education Act 2011
- DfE Use of Reasonable Force Guidance July 2013
- DfE Behaviour in Schools Guidance September 2022
- DfE Preventing and Tackling Bullying Guidance July 2017
- DfE Approaches to Preventing and Tackling Bullying: Case Studies June 2018
- DfE Suspension and Permanent Exclusion from Maintained Schools, Academies and PRUs in England, including Pupil Movement Guidance September 2022
- DfE Keeping Children Safe in Education September 2023
- DfE Working Together to Safeguard Children July 2018

Monitoring and Review

This policy is monitored by the Governing Body and will be reviewed annually or earlier if necessary.

Appendix 1 – Anti-Bullying Charter



Redesdale Primary School Anti-Bullying Charter



Redesdale Primary School has committed to the following principles to prevent and respond to bullying. Our school:

listens - all children and parents and carers are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

includes us all - all children, including those with SEN/Disability, are included, valued and participate fully in all aspects of school life.

respects - all school staff are role models to others within the school in how they treat others.

challenges - all forms of discriminatory language – including disablist language – is challenged and taken seriously

celebrates difference – difference is actively and visibly celebrated and welcome across the whole school.

understands - all school staff, children and parents and carers understand what bullying is and what it isn't.

believes - all children, including disabled children and those with SEN, and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.

reports bullying - all children within the school and their parents and carers understand how to report incidents of bullying.

takes action - we respond quickly to all incidents of bullying. Children, including disabled children and those with SEN, participate fully in decisions made about them and help to formulate appropriate action to respond to incidents of bullying.

has clear policies - our school's anti-bullying policy reflects these principles and is embedded within other school policies. They are widely and actively promoted to school staff, children and their parents and carers.

.....HeadteacherDate

..... Chair of Governors

.....Representative of Children

