

**SECAT**

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Building strong  
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**SOUTHEND EAST COMMUNITY ACADEMY TRUST**

## **Thorpedene Primary School & Nursery**



# **ANTI-BULLYING POLICY**

<i>Review date</i>	<i>October 2023</i>
<i>Reviewed by</i>	<i>S. Moon</i>
<i>Next review date</i>	<i>September 2024</i>

***This policy should be read alongside our Positive Behaviour For Learning Policy.***

Introduction

Fortunately, incidents of bullying in our school are not frequent as our children are closely supervised in the classroom and at playtimes. Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We take any incidents of bullying extremely seriously and act accordingly. In our school, bullying is defined as:

“a pattern of planned, premeditated behaviour taken by one or more children with the deliberate intention of hurting another child or adult. This can be either physically, verbally, electronically or emotionally.”

Aims & Objectives

- To produce a safe, caring and secure environment where all can learn without anxiety.
- To produce a consistent school response to any bullying incidents that may occur.
- To make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.
- To ensure all members of the school community are free from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational needs, sexual orientation, gender, race, religion and belief, gender reassignment or disability.

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as something that happens more than once and is directed specifically at an individual or group. We define bullying as physical or verbally aggressive behaviour that occurs 'Several Times on Purpose'. The schools use this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the 'STOP' acronym that leads to children knowing they should 'Start Telling Other People'

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Sexual - unwanted physical contact or sexually abusive comments
- Verbal – name calling, sarcasm, spreading rumours, teasing
- Cyber - all areas of internet, such as email and internet chat room misuse, videos on YouTube, mobile threats by text messaging and phone calls and misuse of associated technology, i.e. camera and video facilities. (It can also include material bullying which includes damage to belongings and extortion)

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied
  - A disability, perceived physical difficulty or Special Educational Need.
  - The race of the victim: e.g. racist name calling, taunts, graffiti or gestures
  - The sexuality of the victim: e.g. homophobic bullying
- Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

### Bullying is not:

It is important to understand that bullying is not odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships. Bullying is defined as Several Times on Purpose.

### Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside local shops, or in the town centre. This does include cyber bullying of any kind. Where bullying outside school is reported to school staff, it will be investigated and acted on.

### Signs and Symptoms

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 self-harming, suicide or runs away
  - Cries themselves to sleep at night or has nightmares
  - Feels ill in the morning
  - School work begins to deteriorate
  - Comes home with clothes torn or books damaged
  - Has possessions which are damaged or " go missing"
  - Asks for money or starts stealing money (to pay someone who has asked them for money)
  - Has unexplained cuts or bruises
  - 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
- These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### The Role of Governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not condone bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body consults with the Headteacher and reviews the effectiveness of the school policy regularly.

### The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) are aware of the school

policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying, either personal or electronic, is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs it may be decided to use assembly as a forum in which to discuss with the school community why this behaviour was unacceptable. The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual respect, support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### The Role of all Staff

Staff in our school take all forms of bullying seriously, and intervene in the rare incidents to prevent them from taking place. They keep a record of any incidents and notify parents as soon as possible. Consequences are issued as a result of any form of bullying in school.

If teachers discover acts of bullying, they do all they can to support the child who is being bullied and make it clear to the bully that their behaviour is unacceptable.

The Midday Assistants keep a logbook where they record any incidents that occur at lunchtime. They inform the class teacher as soon as possible. Consequences are issued as a result of any incidences of bullying.

If staff become aware of any bullying taking place between members of a class, they would deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying. They spend time talking to the child who has bullied, explaining why the action of the child was wrong, and endeavouring to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the Headteacher is informed. The child's parents would be invited into the school to discuss the situation. There are regular sessions of behaviour support conducted by a trained counsellor or a Learning Mentor and the child may be referred to the Local Authority Early Intervention Team (MASH) who would work with the pupil and if necessary, their family.

Staff attempt to support all children and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The PSHE curriculum include modules on relationships which aim to encourage children to respect others. This includes understanding and being respectful of all types and forms of relationships including those that may involve same sex or transgender people. Staff may use strategies such as circle time, class discussion, and stories or role-play to address bullying.

### The Role of the Learning Mentor

Learning Mentors support pupils, parents and teachers where an investigation into an alleged bullying incident is required. Each stage of the investigation is recorded and all parties are kept fully informed as to the support which follows for both victim and perpetrator.

### The Role of Children

All children are given a voice through the School Council representatives and are encouraged, through the ethos of the school, to report any incidents of bullying either experienced by themselves or observed and, to support classmates where possible without endangering themselves.

### The Role of Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Signing the Home School agreement signifies this support.

### Procedures – Recording

- All behaviour incidents are recorded. These are recorded on CPOMs and in Behaviour folders which are periodically checked to see if there are patterns of behaviour that may be regarded as bullying.
- Definite incidents of bullying are recorded by the Headteacher, which is used to highlight repeat incidents.
- The Senior Leadership Team are responsible for co-ordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.

### Prevention

We aim to help children to prevent bullying. As and when appropriate, children may:

- Be involved in discussion about school rules

- Read stories about bullying or have them read to a class or assembly
- Use role play and 'hot-seating' to help create feelings of empathy
- Have discussions about bullying and why it should not happen. The school has a range of strategies in place to help children work and behave co-operatively in order to minimise the possibility of bullying taking place.
- We participate in Anti-bullying week each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- We have regular school assemblies focussed around PSHE themes of bullying, friendship and expected behaviour.
- The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
- The school takes a pro-active stance towards challenging behaviour at lunchtime; we have a range of activities available that involve keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.
- Children are encouraged to help perpetrators and victims reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.
- Above all, children are encouraged to 'Start Telling Other People' if they feel they are being bullied, or if someone they know is being bullied.

## Useful links and supporting organisations

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

## SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk) • Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:  
[www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) 11  
[Theeducationpeople.org](http://Theeducationpeople.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

## Cyberbullying

- Childnet: [www.childnet.com](http://www.childnet.com)
  - Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
  - Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
  - UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
  - The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-forchildinternet-safety-ukccis)
  - DfE 'Cyberbullying: advice for headteachers and school staff':  
[www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
  - DfE 'Advice for parents and carers on cyberbullying':  
[www.gov.uk/government/publications/preventingandtackling-bullying](http://www.gov.uk/government/publications/preventingandtackling-bullying)
- ### Race, religion and nationality
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
  - Kick it Out: [www.kickitout.org](http://www.kickitout.org)
  - Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
  - Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
  - Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
  - Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
  - Show Racism the Red Card: [www.srrtc.org/educational](http://www.srrtc.org/educational) LGBT
  - Barnardo's

## LGBT

- Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm) • Metro Charity:  
[www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

## Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk) A Guide for Schools:  
[www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:  
[www.antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-genderrelated/preventingand-responding-sexual](http://www.antibullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-genderrelated/preventingand-responding-sexual) 12 Theeducationpeople.org
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/allaboutbullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/allaboutbullying/sexual-and-gender-related) Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)