Being safe, being respectful, being *our* best
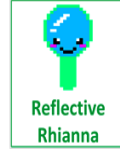
Ready Robert

Resilient Rosie

Resourceful Roy

Reflective Rhianna

Responsible Ruben & Ruby

Earith Primary School: Anti-Bullying Policy

Last reviewed on: June 2023

Next review due by: June 2024

Person responsible: Mrs S Matthews, DSL

Ratified by LGB: July 2023

Introduction

At Earith Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.
In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relationships between people who share a protected characteristic and people who do not share it.

At Earith Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a children protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to Cambridgeshire and Peterborough Safeguarding Team.
This policy is closely linked to our Behaviour Policy, our Safeguarding Policy and our School's Ethos, Vision & Values.

In-line with recent changes to KCSIE, in 2022, the school revised its monitoring of behavioural concerns by adding additional categories of child-on-child abuse (cyber, verbal, physical, sexual). This allows the Senior Leadership Team, alongside those incidents already being tracked e.g. prejudice-related, to identify patterns of behaviour (perpetrators & victims) and provide early intervention.
The effectiveness of this policy will therefore be evaluated based on three key factors: the reduction in the number of bullying incidents, pupils' understanding of what constitutes bullying (or being a bystander), and pupils' own responsibilities.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.
We value pupils developing a respect for others which encompasses truth and honesty. This is in line with our school code of conduct of *being safe, being respectful and being our best.*
The four guiding principles of the Early Years Foundation Stage underpin our Anti-bullying Policy from the moment a pupils enters our school and throughout their time at Earith Primary School.

They are:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.

- Learning and developing – an acknowledgement that children learn in different ways and at different rates.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Earith Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils though assemblies and PSHE lessons.

We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities.
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going.

Types of bullying

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside of school. Cyber-bulling is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. E-Safety Policy.

Racist bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups:

We recognise that some groups of pupils may be more vulnerable to bullying, including:
- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language

- Children who are perceived to be gay, lesbian, bisexual or transsexual

Bystanders

A bystander is '*a person who does not become actively involved in a situation where someone else requires help'* (Clarkson, 1996) and in this way, is understood to be a passive observer. It is someone who doesn't intervene or get help, even if someone needs it. Although they are not the perpetrator and do not participate directly, they are the audience that engages in the incident, and watches the drama as it unfolds. A bystander encourages the perpetrator, who will feel drive on by the audience.

Doing nothing, has a real impact on events and may cause harm.
Research has clearly demonstrated that bystanders play a significant role in bullying. Proactive and preventative interventions implemented at individual, class, school and community level have the potential to reduce bullying, alongside reactive strategies to deal with bullying incidents when they occur. At Earith Primary School, we teach children the impact of being a bystander and use this terminology when resolving disputes or embarking on restorative work where there has been an element of *by-standing* involved.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is (including the role of a bystander), as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. Further information is provided to parents to raise awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our School vision and aims are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced.
Our behaviour code is as follows:
- Be safe
- Be respectful
- Be your best

Behaviour Policy
Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying
All cases of alleged bullying should be reported to the Headteacher. In any case of alleged bullying, either the Class teacher, the Headteacher, or a member of the senior leadership team should first establish the facts, and build an accurate picture of events over time,

through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Headteacher will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and consider the best way/first steps necessary in order to put this right. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents will be recorded. Parents of both parties will be informed. If the situation does not improve, the Headteacher will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved.
All bullying concerns will be discussed with the Designated Safeguarding Lead to determine whether it meets the threshold as being a safeguarding concern. Any further incidents may lead to further intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. If a bullying incident (or incidents) deem that a child is at risk of serious harm (KCSiE 2022), the Designated Safeguarding Lead will refer to the relevant agencies. Any necessary action should be taken until the bullying stops.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches and bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches and signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties and truancy.