



THE RACKHAM
C OF E PRIMARY SCHOOL

Anti-Bullying Policy

Policy Number: STAT 065

Date: September 2023

Introduction

Bullying consists of actions which intentionally makes another person feel hurt, either physically or mentally. Evidence from national and local research shows that bullying is widespread and consultation with children repeatedly identifies bullying as a key concern for them. Furthermore, under the Education Act (2002), schools have a legal duty to 'safeguard and promote the welfare of pupils', which includes protecting children from bullying.

This policy supports the vision of Cambridgeshire County Council which is that 'everyone should have a right to live in an inclusive atmosphere, free from bullying and be treated with dignity. The health, wellbeing and emotional welfare of all children and young people are of paramount importance and should be treated as such. As such, it is also consistent with guidance of the National Anti Bullying Alliance.

The Rackham Primary School regards bullying as serious anti-social behaviour and will always respond to incidents of bullying as outlined in this policy. The school will not tolerate bullying of any kind. Everyone connected with school, in any capacity, should be tolerant of all others, and be alert for incidences of bullying involving children at The Rackham Primary School. Staff should be aware of the Anti-Bullying Policy and of appropriate responses and strategies in dealing with bullying incidents.

The Rackham Primary School aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it in order to improve outcomes for children.

Racist incidents are officially logged on the Local Education Authority database RAID, updated termly.

The Nature of Bullying

Bullying damages children's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem, sometimes with effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can impact on children's chances of achieving their full potential at school. Bullying causes harm to those who bully, those who are bullied and those who observe bullying.

Bullying may be described as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (DCSF, 2007); the persistent, deliberate attempt to hurt or humiliate someone (Cambs OCYPS, 2007).

Definition

There are three common aspects of bullying and these form the definition of bullying at The Rackham Primary School. Bullying is emotionally or physically harmful behaviour which is:

- persistent and repeated over a period of time
- intentional and deliberate

- based on an imbalance of power

Forms of bullying, children can be bullied in ways that are:

- Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.
- Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- Indirect – by having rumours or unpleasant stories told about them; being left out, ignored or excluded from groups.
- Electronic / 'cyberbullying' – for example, via text message; via instant messenger services and social network sites; and via images or videos posted on the internet or spread via mobile phones. For guidance see e- safety and internet policy and the cyber bullying leaflet.

Recognising signs and symptoms of bullying

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school.
- Losing self-confidence and self-esteem.
- General unhappiness / being frightened to say what is wrong.
- Always on the periphery.
- Developing unexplained cuts, bruises or other injuries.
- Unwilling to go to school, developing school phobia or unusual patterns of non-attendance.
- Failing to achieve potential in schoolwork.
- Becoming withdrawn, nervous or losing concentration.
- Becoming isolated and disengaged from other children.
- Developing changes in physical behaviour (e.g. stammering, nervous ticks)
- Regularly having possessions go 'missing' or 'lost'
- Becoming easily distressed, disruptive or aggressive
- Starting to steal money (to pay perpetrator)
- Developing problems with eating and food.
- Running away.
- Developing sleep problems.
- Developing suicidal thoughts or attempting suicide.

Where children exhibit extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse and the Child and Adolescent Mental Health Service.

Recognising why children may bully

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour and enable intervention at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and the correct external support.

- Possible reasons for why some children may engage in bullying behaviour include:
- Struggling to cope with a difficult personal situation (e.g. bereavement, changes in family circumstances)
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick-tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

Possible reasons for being a victim

- Race/sexual orientation/class
- New child in school
- Child with family crisis
- Disability – or difference of any kind
- Being shy
- Coming from an overprotective family environment
- Being a 'provocative' victim – behaving inappropriately with others

Implementation

This policy is set within the wider context of the school's overall aims and values. We are committed to engaging with a whole school approach and developing all aspects of school life to enhance the physical and emotional health and well-being of the school community.

The Rackham Primary School endeavours to:

- promote a healthy, safe and caring environment for all children and staff
- provide a broad and balanced curriculum for all our pupils
- promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships, based on respect for themselves and other.
- provide information and support to enable children to make safe choices.

- provide children with opportunities to develop the necessary skills to manage their lives effectively.
- help children to learn to respect themselves and other.
- create a wider awareness of religious, cultural and moral values within an ethos of respect for different ethnic groups, religious beliefs and ways of life.
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

PSHE is used to provide curriculum opportunities that include learning about bullying, discrimination and personal safety. Circle Time and Drama may also be used to consider issues of bullying, empathy and strategies for dealing with difficult situations.

Work on bullying is taught as part of designated lesson times (PSHE), through enrichment activities and via other curriculum areas.

The school also uses the Social and Emotional Aspects of Learning Programme (SEAL) to support a whole school approach to enhancing children's learning and understanding in relation to social, emotional and behavioural skills.

The school participates in the national anti-bullying week which raises the profile of bullying and the effect it has on children's emotional health and well-being, providing a focussed week on the subject of recognising and combating bullying.

A successful Buddies system is in place at the school in both Key Stages.

Key Stage 2 Playground Leaders support appropriate playtime activities for children on the Key Stage 1 playground.

Social skills groups are formed to address concerns about vulnerable individuals and groups.

The school ensures that whole school community is aware that no form of bullying is acceptable and endeavours to prevent, de-escalate and stop any continuation of harmful behaviour.

A cross year group house system and mixed year group classes allow children from different age groups to socialise and support each other.

Class and School Councils provide opportunities for pupil voice to be heard including about issues relating to bullying and well-being.

The views and concerns of The Rackham pupils are also gathered as part of the County well-being and attitudes survey.

Children are encouraged to anyone witnessing bullying should inform a member of staff at once should any bullying be witnessed.

Members of staff are always be available to discuss worries and concerns with the children.

Responding to incidents of bullying

The school believes that children causing harm should be held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied.
- Accepting responsibility for the harm caused to others (e.g. staff, friends, family).
- Recognising the need to take action to begin to repair the harm caused.
- Agreeing a range of actions – in conjunction with all those involved – which will be monitored over an agreed period of time.

Informal response procedures

- The unacceptability of bullying will be made clear.
- Children will be made aware that watching and doing nothing is support bullying behaviour.
- Racist, homophobic or sexist language will be challenged.
- Cyber bullying will be challenged following the schools e safety and internet policy.
- Non-aggressive behaviour will be rewarded.
- Children will be encouraged to empathise and see others' points of view.
- Support will be given to both victim of bullying and the child using bullying behaviour.
- The Support Group Method will be used where appropriate. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way. The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy can be helped to understand the consequences of their actions and change their behaviour.

Formal response procedures

- A reprimand may be an adequate response to one or two incidents of mild bullying (an incident of name-calling or mild teasing).
- If a third incident is reported, the Headteacher or Deputy will become involved.
- A further incident, however minor, will cause the Headteacher to talk to parents.
- Any alleged bullying incident should be logged within 24 hours of the incident being reported.
- If the bullying persists, an IBP (Individual Behaviour Programme) will be written within 6 weeks with the involvement of the class teacher, parents and child where possible.
- If no progress is evident, the child may be referred to an outside support agency (e.g. the Multidisciplinary Primary Support Service, an Educational Psychologist or Brookside Family Clinic).
- Sanctions may be used at any step. These may include a verbal apology, a written apology, loss of playtimes, exclusion from lunchtimes or exclusion from school for a fixed term.

Exclusions will only be used if the incident is of sufficient gravity and will be decided upon by the Headteacher or the Deputy Head in her absence.

Conclusion

Expectations of all staff, children, parents and governors:

The Rackham School strives to create a school ethos where bullying will not be tolerated. Social education is seen as a positive issue for promotion in the school environment.

Children are taught to respect each other, not to retaliate, to seek help and to tell an adult of any problem. Child victims must be helped and given support and strategies. Parents and children will know that all incidents will be taken seriously and thoroughly investigated.

Other related materials:

E safety and internet policy

Behaviour policy

Safe guarding and child protection Cyber bullying leaflet.

This policy will be reviewed and agreed in line with Government guidelines by the Governing Body.

Approved and signed by:

Headteacher



Signed:

Date: 7th September 2023

Chair of Governing body



Signed:

Date: 7th September 2023