



Rye Community Primary School Policy

Policy Title:	Anti-Bullying Policy
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	December 2021
Review:	December 2022

Context

At Rye Community Primary School [the Academy], our mission is to ensure all children can 'dream, believe and achieve'. Our school is a kind, caring and inclusive space where children feel safe and well looked after. Every child is known as an individual and their unique talents are recognised and celebrated. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a telling school. This means that anyone who knows that bullying is happening is expected to tell a colleague.

Objectives

- All AAC members, teachers, associates, pupils, parents and families should have an understanding of what bullying is;
- All AAC members, teachers and associates, should know what the academy's policy is on bullying, and follow it when bullying is reported;
- All pupils and parents should know what the academy's policy is on bullying, and what they should do if bullying arises;
- As an academy, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported;
- Bullying will not be tolerated.

Definitions

We have defined bullying as deliberately hurtful behaviour repeated over a period of time, which may be verbal (including racism), physical, social or psychological.

We use a simple definition: S.T.O.P. = Several - Times - On - Purpose.

What is Bullying?

Bullying is behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at the academy, at home or online. It is usually repeated over a long period and can hurt a child both physically and emotionally.

Types of Bullying

Bullying can take different forms. It could include:

- Physical bullying, such as hitting, slapping or pushing someone;
- Verbal bullying, such as name calling, gossiping or threatening someone;
- Non-verbal abuse, such as hand signs or text messages;
- Emotional abuse, such as threatening, intimidating or humiliating someone;
- Exclusion, such as ignoring or isolating someone;
- Undermining, by constant criticism or spreading rumours;
- Controlling or manipulating someone;
- Making silent, hoax or abusive calls;
- Racial, sexual or homophobic bullying;
- Bullying someone because they have a disability.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

What is Cyber-bullying?

Cyber-bullying is bullying that takes place online. Unlike bullying in the real world, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone.

Types of Cyber-bullying

Cyber-bullying can include:

- Sending threatening or abusive text messages;
- Creating and sharing embarrassing images or videos;
- Trolling –sending of menacing or upsetting messages on social networks, chat rooms or online games;
- Excluding children from online games, activities or friendship groups;
- Shaming someone online;
- Setting up hate sites or groups about a particular child;
- Encouraging young people to self-harm;
- Voting for or against someone in an abusive poll;
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name;
- Sending explicit messages, also known as sex-ting;
- Pressuring children into sending sexual images or engaging in sexual conversations.

What are the Signs of Bullying?

No single sign will indicate for certain that a child is being bullied, but watch out for:

- Belongings getting 'lost' or damaged;
- Physical injuries, such as unexplained bruises;
- Being reluctant to go to the academy, being mysteriously 'ill' each morning, or trying to avoid the academy;
- Not doing as well at the academy or a change in character;

- Asking for, or stealing, money (to give to whoever's bullying them);
- Being nervous, losing confidence, or becoming distressed and withdrawn;
- Problems with eating or sleeping;
- Bullying others.

Action Plan

What do we do to stop bullying?

- We are a 'telling school' where anyone who sees bullying, or experiences it, tells an adult;
- Inform the parents or family of the bully of what has been happening;
- Make the punishments for bullying known to all the children;
- Show all the children how to walk away from a bully.

The 'no blame approach'

This approach is used as a method of dealing with the rare incidences of bullying that occur. Using this method, the bullying is the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

- The teacher interviews the pupil who has been bullied;
- The teacher convenes a meeting with the pupils involved;
- The teacher explains the problem;
- The group shares the responsibility. The teacher asks the group for their ideas;
- The teacher leaves it up to them to implement;
- The teacher meets with the group, after a few days, to review the progress made;
- The teacher will decide who, at this stage, needs to be informed.

What additional punishments will there be if the 'no-blame approach' does not work?

The bully will be managed through the Behaviour Management Policy and the family notified. The bully risks suspension if the bullying continues. In cases that are more serious the Police may be informed i.e. significant physical bullying where a legal threshold may have been reached.

What should pupils do if they think they are being bullied?

Tell someone – it could be their teacher, parent, family member or any other adult in the academy.

What should the pupils tell an adult?

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

What should a pupil do if they witness bullying?

- Tell an adult in the academy.

What action will our Academy take?

- The academy will always make its first priority the immediate physical safety of our pupils;
- The responsible adult will lead the 'no blame' sessions – following carefully the procedures that are laid down;
- The academy will inform parents and families of the facts so far established and what has been done so far;
- Parents will be asked to meet with the academy separately;
- If the 'no-blame' approach does not work a meeting will be called where both families meet with the academy to discuss the way forward (after a potential suspension);
- If any agreed strategy then breaks down, a review of the application of the Behaviour Management Policy will be undertaken including alternative approaches.

What should parents do about bullying?

Inform our Academy if they think their child is being bullied or is bullying other children. Try to establish the facts and keep an open mind. The symptoms at home of children being bullied or who are bullying can sometimes be very similar. With older children, it might be useful to refer to this policy. With all children, parents and families should talk about the problems of bullying with their child.

Prevention

We use a number of methods for helping children to prevent bullying as and when appropriate – many recommended by Kidscape, these might include:

- Writing a set of school rules;
- Signing a behaviour contract;
- Writing stories, composing poems or drawing pictures about bullying;
- Reading stories about bullying or having them read to a class or assembly;
- Making up role-plays;
- Having discussions about bullying and why it matters.

Important information about bullying

- The nature of bullying can change as children grow older, and can become subtler;
- Most bullying is not physical, or direct. Children identify emotional and social forms of bullying as most hurtful;
- Bullying exists in all ages, social, ethnic and gender groups and in both urban and rural settings;
- Most bullying is between children of the same age;
- Those who witness bullying are as deeply affected as those who are directly bullied;
- Children follow examples. If home life does not offer, a secure and safe environment and they frequently see aggressive behaviour between adults and towards themselves, they will tend to adopt aggressive behaviour patterns themselves.

Further information

Further information, advice and guidance can be sought independently of the Academy at:

- www.kidscape.org.uk/advice/advice-for-parents-and-carers

- www.anti-bullyingalliance.org.uk
- www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/bullying-and-cyberbullying

Monitoring and Evaluation

The Academy views bullying as a very serious impairment to our educational community even though incidents are small in number. We will therefore review the number of incidents on a regular basis and ensure provision and prevention planning is proportionate and timely.

Reviewing

This policy will be reviewed on an annual basis.

October 2020 BBL

December 2021 BBL

EQUALITIES

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

DATA PROTECTION

Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.