



Stokesley Primary Academy

Anti-Bullying Policy

| Document History | |
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Stokesley Primary Academy Anti-Bullying Policy

Rationale

This policy has regard to Government and Healthy Schools guidance on the prevention of bullying. Bullying affects the whole school community: pupils, their families, teachers, support staff and governors. Stokesley Primary Academy is committed to providing a caring, friendly and safe environment for all our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and alien to our school ethos and aims. By raising awareness and working together we can hope to deal with bullying more effectively and send a clear message to all concerned that bullying of any kind will not be tolerated at our School.

What is bullying?

Bullying is behaviour, usually repeated over time, which intentionally hurts another individual or group, physically or emotionally. At Stokesley Primary Academy this is referred to as 'Several Times On Purpose' or (STOP). One person or a group can bully others.

Bullying can be emotional, physical, homophobic, verbal, racist, cyber or sexual. We respect all children regardless of age, gender, race, sexual orientation, culture or disability. They have a right to be safe and free from bullying in our school.

Aims

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.

Specific aims are as follows:

- Everyone in the school takes responsibility for combating bullying.
- Victims feel protected and supported.
- Those engaged in bullying are encouraged to change their behaviour and their attitudes about bullying.
- The bully will offer an apology and other appropriate consequences may take place.
- If possible the pupils will be reconciled.

Objectives

- All Governors, teachers, non-teaching staff, parents and pupils have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff will know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying is unacceptable and will not be tolerated.

The role of

1. The Trust / Governors

- Support the Principal in all attempts to eliminate bullying from our school.
- Monitor the incidents of bullying that occur, and review the effectiveness of the school policy regularly.
- Require the Principal to keep accurate records of all incidents of bullying and to report on request about the effectiveness of school anti-bullying strategies.
- Respond to any request from a parent to investigate incidents of bullying.

2. The Principal

- It is the responsibility of the Principal to implement the school anti-bullying strategy 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.
- Report to the Governing Body about the effectiveness of the anti-bullying policy on request.
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Principal draws the attention of children to this fact at suitable moments.
- Ensure that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- Set the school climate of mutual 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.

3. The Teachers

- Teachers should take all forms of bullying seriously, and intervene to prevent incidents from taking place. If they become aware of any bullying taking place between members of a class, they should deal with the issue immediately. This includes any cyber bullying incidents or incidents outside of school. The Principal should also be informed.
- Teachers should record incidents that happen in their class and they are aware of in the school or that occur outside lesson time, either near the school or on the children's way home or to school. These incidents should be recorded on the school's system CPOMS.

4. Behavioural Support Staff & SLT

This team plays a crucial role in supporting the Principal with the implementation of the anti bullying policy and administering associated school systems and procedures.

- They work with individuals and with groups of pupils to sort out every day friendship issues and issues that may be identified as bullying.
- Cases can be referred directly by the pupil, the staff, the parent/carer or the Principal
- Central records of all incidents and actions are kept by the team on CPOMS.
- The team plays a key role in organising the annual anti bullying week with staff every November and PSHCE events within school.

5. All staff

- If acts of bullying are witnessed, staff should do all they can to support the child who is being bullied.
- If a child is repeatedly involved in bullying, inform the relevant staff and/or Principal of incidents
- Attend training when requested, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- 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.

6. Parents/ Carers

- 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, CSA or the Principal immediately.
- Parents have a responsibility to support Stokesley Primary Academy's anti-bullying policy and to actively encourage their child to be a positive member of the school.

How does bullying differ from banter?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent. NB If two children do not like each other or just do not get on and are of equal power or strength it does not mean that bullying has occurred. It is not confined solely to relationships between young people. Verbal and emotional bullying in particular may occur between staff or staff and parents. All members of the school community have a responsibility to prevent such occurrences of bullying.

Procedure

1. Children should consult whoever they feel comfortable with.
2. Talk with the Victim – must be given time and opportunity to speak. What support can be given?
3. Talk to any witnesses.
4. Talk with the Perpetrator – trying mainly to find out reasons why? It is best to let some time elapse after the incident, so that the Perpetrator is less defensive.
5. Adopt a problem solving (no blame) approach. Staff should emphasise the importance of respecting the feelings and emotions of others.
6. The meeting should conclude with an agreement on how the pupil is going to behave to the Victim and others generally. An apology should be obtained from the bully/ies to victim.
7. Treat the information seriously.
8. Record the incident precisely on CPOMS. Be seen to do this (individual records must be based on fact and not speculation or hearsay). The children may be asked to record their own account of events.
9. Records of bullying incidents are kept on CPOMS.
10. Parents should be informed (in serious cases) and may be asked to come to a meeting to discuss the problem. Parents of the victim and perpetrator are informed.
11. The situation, which will have been closely monitored, will be reviewed. The follow-up will provide an opportunity to assess whether the particular strategies were successful or not.
12. Complete an anti-bullying plan (Appendix A), where appropriate, in order to capture this information and ensure that this is reviewed in a timely manner to ensure the victim and perpetrators are monitored and supported appropriately by all staff.

Prevention

- We develop a classroom ethos, which promotes respect for the individual, e.g. classroom rules which outlaw anti-social behaviour.
- Through the curriculum it is possible to explore issues about bullying. We implement classroom strategies within PSHCE and whole school strategies – assemblies, forums, visitors such as police, friendship buddies and we annually support Anti Bullying Week to raise awareness.
- During playtimes and lunch breaks staff supervise playground areas, corridors and toilets. It is also encouraged to monitor isolated areas.
- Friendship stops and buddies have been introduced on each playground to assist pupils with any social issues.
- To help prevent cyber bullying mobile phones are not allowed in school and certain internet sites are restricted.
- IT and online activity is monitored through our firewall. This is monitored by the Principal.

How we support victims of bullying:

- Encourage the child to speak openly
- Reassure the child we will help but cannot keep anything secret.
- If a child is a perpetual 'victim' of bullying by different groups or individuals try to observe and help them change any behaviour.

- Encourage self-esteem
- Listen
- Give responsibilities so the child feels valued.
- Encourage them to do things they are good at.
- Praise achievement.
- Encourage positivity
- Review the bullying plan, where implemented, with the child regularly and record their comments, addressing any concerns, to ensure they feel supported.

How we help the bullying child:

- See if the bully has any ideas about why they bully, refer to reasons why people bully.
- Reassure them that it's the behaviour you don't like, not them and you want to help them change. Find way to make amends for behaviour.
- Appropriate punishment for the child who has carried out the bullying.
- Explore steps to change behaviour.
- Praise good behaviour to raise self-esteem.
- Invite the child's parents into the school to discuss the situation.
- Review the bullying plan, where implemented, with the child regularly and record their comments, addressing any concerns, to ensure they understand their behaviours and that they feel supported.

In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as the social services.

Cyberbullying is a form of bullying

- Some forms of cyberbullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. It is important to try and prevent the spreading of material.
- In the case of cyberbullying, bystanders or 'accessories' to the bullying may have a more active role – they may forward on messages, contribute to discussions in chat room, or take part in an online poll. So even though they have not started the bullying or think of themselves as bullying, they are active participants, making the situation worse and compounding the distress for the person subjected to the bullying.

Steps that can be taken

- Advise the victim not to respond or reply.
- Keep all correspondence or images as evidence.
- Contact parents of both victim and perpetrator.
Get the person that originally posted the material to remove it.
- Contact the host to make a report to get the contact removed.
- Confiscate the mobile phone asking pupils to delete the offensive content and say who they have sent it to.

Our key message will always be prevention, by teaching children that everyone in our school has the right to feel safe and happy and that bullying of any kind will not be tolerated.

Appendix A

Bullying Incident Recording Plan

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| Date/time of incidents | |
| Children involved (including bystanders) | |
| Where incidents took place (playground, classroom, etc) | |
| Type of bullying (physical, verbal, indirect, cyber) | |
| Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc) | |
| Brief summary of incidents (Also keep record of witness statements) | |
| Member/s of staff reported to/witnessed by | |
| Impact of incident | |
| Action taken | |
| Follow up action (including review dates) | |
| Parents/ Carers date Informed and detail of their support relating to next steps | |
| Signed (name) | |