Combs Ford Primary School

Anti-Bullying Policy

"*Bullying is defined as the **repetitive**, **intentiona**l harming of one person or group by another person or group, where the relationship involves an **imbalance of power**. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.*"

Anti-Bullying Alliance

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Introduction

At Combs Ford Primary School we believe that good behaviour is central to good education. Our school culture and values are shown through the behaviour of all of us – children, staff and governors and the relationships that we hold. As a school, we manage behaviour well so we can provide a calm, safe and supportive environment which our children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for our children to succeed personally.

At Combs Ford Primary School we work continually to maintain high standards of behaviour because we know that when behaviour is well-managed and relationships within class are strong, our children and our staff flourish in safety and dignity. We recognise that all forms of bullying can have a devastating effect on individuals; it can create barriers to learning and has serious consequences for mental health and wellbeing into adulthood.

Bullying of any kind is therefore unacceptable at our school. All students and their families should know how to report incidents that they believe are bullying and know that such incidents will be fully investigated and dealt with promptly and effectively.

Types of Bullying

Emotional: being unfriendly, excluding, tormenting.

Physical: hitting, kicking, pushing, taking another's belongings, any use of violence.

Prejudice-based and discriminatory: taunts, gestures, graffiti or physical abuse focused on a particular characteristic, including:

- Racial;
- Faith-based;
- Gendered (sexist);
- Homophobic, biphobic or transphobic (HBT);
- Disability-based.

Sexual: explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.

Direct or indirect verbal: name-calling, sarcasm, spreading rumours, teasing.

Cyberbullying: bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

We recognise that some groups of pupils may be more vulnerable to bullying, including

- children in care
- Young Carers
- Gypsy, Roma and Traveller children
- children with Special Educations Needs and Disabilities (SEND)

- children entitled to Free School Meals
- children from ethnic minorities
- children for whom English is an Additional Language (EAL)
- children who are perceived to be gay, lesbian, bisexual or transsexual
- those suffering from health problems, including mental health

Roles and Responsibilities

The **Local Governing Body** is responsible for monitoring this Anti-Bullying Policy's effectiveness and holding the Headteacher to account for its implementation.

The **Headteacher** is responsible for communicating this policy to the school community; to ensure that disciplinary measures are applied fairly, consistently and reasonably; and that a member of the Senior Leadership Team has been identified to take overall responsibility.

The **Headteacher** is also responsible for developing and reviewing this policy ensuring that the views of all stakeholders are taken into account; monitoring the reporting and recording of bullying incidents; and co-ordinating anti-bullying training for staff and families, where appropriate.

All staff will support, uphold and implement this policy accordingly. They will respond to reports of incidents in line with this policy.

Families will support their children and work in partnership with the school.

Children will abide by the policy.

Prevention of Bullying

Preventing and raising awareness of bullying is essential in keeping incidents in our school community to a minimum. Pupils are given regular opportunities to discuss what bullying is. We are committed to supporting our pupils to resolve relational conflicts with their peers in order to prevent the behaviour escalating to bullying. 'Anti-Bullying Week' is celebrated across the school. Through our PSHE teaching (Jigsaw 3-11) we encourage open discussions around differences between people, we challenge stereotypes and prejudice and celebrate diversity.

Online safety is taught through the PSHE and Computing curriculums and reinforced with special events planned around Internet Safety Day each February. Information for parents about online safety is communicated via direct emails and posted on the school website and Facebook page to raise awareness of cyber-bullying.

Responding to Bullying Concerns

All children are encouraged to report any incidents of bullying verbally to a member of staff, through the "Let's Talk" boxes available in every classroom or through our "Let's Talk" button on the school website. If families have concerns about bullying

they can contact the school by phone, email or in person. It is important that children feel that their voice is heard when discussing or disclosing any potential bullying:

1. Listen carefully to what the child says.
2. Take them seriously.
3. Show empathy; let them know it is not their fault.
4. Avoid stereotypes.
5. Reassure them they were right to speak to you.
6. Follow the agreed procedure for reporting the concern.

All cases of alleged bullying should be reported to a member of the Senior Leadership Team who will first establish the facts and aim to build an accurate picture of events by speaking to all involved (including the alleged target, ringleader and any witnesses [see Appendix 1 for the group roles]). This may also involve speaking to families.

If the allegation of bullying is upheld, the Headteacher (or other Senior Leader) will seek to use a restorative approach with the target(s) and the perpetrator(s) together. Any sanction given will follow the school's Relationships Policy; families of all those involved should be notified and the incident must be recorded on Arbor.

If there are repeated incidents of bullying behaviour, the Headteacher (or Senior Leader) should meet with the parents of the perpetrators to agree clear expectations of the children's behaviour. This may involve putting the pupils on a behaviour plan, reward chart, referral or risk assessment as outlined in the Relationships Policy. When deciding on a sanction, a range of factors will be taken into account including the seriousness of the behaviour; whether it is a repeated pattern of bullying; and the children's ability to understand the impact of their actions on the target(s).

If necessary, external agencies may be consulted or involved, for example the Police if a criminal offence has been committed or the Early Help team (Social Care) if one or more of the children are deemed to be at risk of significant harm.

Monitoring and Review: Putting Policy into Practice

The Senior Leadership Team will ensure that this policy is regularly monitored so that it is applied fairly and consistently; any issues identified will be addressed and the policy updated.

The Headteacher will be informed of all bullying concerns and reports to the full governing body on incidents of bullying, including outcomes, termly through the Headteacher's Report.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Keeping Children Safe in Education 2025
- Preventing Bullying 2017
- The Children Act 1989
- The Education and Inspection Act 2011
- The Equality Act 2010

Linked School Policies

- Behaviour for Learning Policy
- Child on Child Abuse Policy
- Child Protection and Safeguarding Policy
- Code of Conduct for Employees
- Complaints Policy
- Equalities Policy
- Relationships and Sex Education policy
- Young Carers' Policy

Appendix 1: Group Roles

Appendix 2: Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

Anti-Bullying Alliance

Childline

Family Lives

Kidscape

MindEd

NSPCC

PSHE Association

Restorative Justice Council

The Diana Award

Victim Support

Young Minds

Young Carers

Cyberbullying

Childnet

Internet Watch Foundation

Report Harmful Content

UK Safer Internet Centre

The UK Council for Internet Safety (UKCIS)

DfE 'Cyberbullying: advice for headteachers and school staff'

DfE 'Advice for parents and carers on cyberbullying'

SEND

Changing Faces

Mencap

Anti-Bullying Alliance Online bullying and children and young people with SEN and disabilities

DfE: SEND code of practice

Race, Religion and Nationality

Anne Frank Trust

Kick it Out

Report it

Stop Hate

Tell Mama

Educate against Hate

Show Racism the Red Cardhttp://www.srtrc.org/educational

LGBTQ+

Barnardo's LGTQ Hub

Metro Charity

EACH

Proud Trust

Schools Out

Stonewall

Sexual Harassment and Sexual Bullying

NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk

Ending Violence Against Women and Girls (EVAW)

Disrespect No Body

Anti-bullying Alliance: Preventing and responding to Sexual Bullying

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying

Childnet Project DeShame (Online Sexual Harassment and Bullying)