![Stokes Wood Primary School logo]

What we do today, matters tomorrow.

Stokes Wood Primary School

Anti-Bullying Policy

By effectively preventing and dealing with bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.

This policy should be read in conjunction with the following policies:

- Child protection and safeguarding Policy

- Behaviour Policy

- SEND Policy

- Exclusions/Suspensions Policy

- Complaints Policy

- Curriculum Polices (Including PSHE, computing, RSE)

- Online Safety and Acceptable Use Policies

Approved by:	Rob Osborn	Date:	[Feb 2024]
Last reviewed on:	February 2024		
Next review due by:	February 2025		

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1.   Introduction

At Stokes Wood Primary School everyone has the right to feel welcome, respected, secure and happy. Our anti-bullying policy supports this by:

- Promoting respect and tolerance for each other and the school.
- Helping pupils towards an understanding of what is right and wrong.
- Supporting everyone in forming good relationships with adults and peers

Everyone is equal, at Stokes Wood there are no outsiders. We are aware of our legal obligations including the Equality Act 2010. This means, as well as considering the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school reflects their needs and that any actions taken by the school do not put the pupil at greater harm.

We regard bullying as serious and take firm action against it both in and outside the school premises. We encourage children to work against bullying and report any incidents they witness or encounter. We believe in dealing with incidents of bullying by encouraging an environment where individuality is celebrated and individuals come to school without the fear of being bullied.

2.   Legislation and statutory requirements

This policy is based on advice from:
> Behaviour and discipline in schools
> Education Act 2011
> Human Rights Act 1998
> Keeping Children Safe in Education
> Ofsted: No place for bullying
> Preventing and Tackling Bullying
> The Equality Act 2010

3.   What is bullying?

The school has adopted the Anti-Bulling Alliance definition of bullying:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online".

We explain this to children as **repeated hurtful actions that cause upset on purpose**:

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the person being bullied. It is usually conscious, wilful and commonly consists of repeated acts of aggression and/or manipulation. Bullying behaviour can be:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching or any use of violence, damaging or stealing people's belongings, damaging schoolwork and equipment.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, malicious gossip, social exclusion, tormenting, being bossed, hurting people's feelings, being nasty, mean, blackmailing, intimidation, manipulation and coercion.

- **Sexual** – This overlaps with child on child abuse. It may include sexual harassment, use of graphic language, sexual comments, jokes or taunting, physical behaviour, displaying graphic images, upskirting, online sexual harassment, coercing others to share images or perform sexualised acts.
- **Cyber** –text messaging or instant messaging (eg. WhatsApp) and social networking sites may involve name calling, malicious gossip, the passing of images, teasing, ostracising etc. In our context it would occur beyond school (as access in school to such technology is denied) however we acknowledge the potential for cyber bullying to cause much upset in and out of school and operate a zero-tolerance approach to this behaviour, informing parents whenever we suspect pupils may be involved.

Bullying can be a combination of the behaviours above or in isolation. Bullying can happen to anyone and it can take many forms. The Equality Act 2010 sets out the nine characteristics that are protected. However, we recognise that bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children or perceived differences.

The list below covers further vulnerable groups and the protected characteristics most applicable in school and this is reflected in our Anti-Bullying Policy. Bullying can be because of prejudice against particular groups for example:
- Appearance or health conditions (Physical appearance or a health condition e.g. A disfigurement, a traumatic injury, severe skin condition).
- Social circumstance (Based on living arrangements e.g. Young carer, child in care or geographic location).
- Racial, religious, cultural (Based on the targets skin colour, culture, nationality or faith).
- Sex and Sexual Orientation (Use of sexist language e.g., 'girl' used to mean something, or someone is less worthy).
- Special Educational Needs and Disability (Negative emphasis of the special needs or disability of an individual. This includes learning difficulties, sensory impairments and mental health conditions).
- Homophobic and biphobic (Prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Suggests that something or someone is less worthy because they gay or bisexual).
- Transphobic (Prejudice or negative attitudes, beliefs or views about trans people. This can affect those who are trans or questioning their gender identity or those who do not conform to gender stereotypes or norms).

The whole school community works together to combat all forms of bullying. We are aware that it is a possibility that the person with bullying behaviour may be an adult and will follow the local Child Protection procedures where this is the case. We also take the bullying of school staff very seriously whether this is by children, parents or other staff and we will take appropriate action.

Behaviour often associated with bullying

Baiting
Baiting can be used in bullying both on and offline. It can be used to bully someone by trying to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'
Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.
Types of Banter:
- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- Crosses the line with no intention to hurt, will often say sorry
- Malicious Banter- Done to humiliate a person-often in public

4. Cyberbullying

The use of digital technology and the internet provides intrusive ways for bullies to target others. Cyberbullying can involve pupils receiving threatening or disturbing messages, possibly from anonymous callers or people that they are familiar with. Cyberbullying can happen beyond the school day, into homes and private spaces, with a potentially bigger audience, as people forward content on.

The Education Act 2011 amended the power in the Education Act 1996 to allow the Headteacher to authorise a member of staff to:
- Examine data or files on electronic devises and
- Delete these (where there is good reason)

If a suspected offence has been committed the Headteacher will pass the device to the police.

5. Bullying outside the school premises

We are aware that bullying may and can occur outside the school. Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:
- Taking part in any school organised or school related activity.
- Travelling to or from school.
- Wearing school uniform.
- Online.
- In some other way identifiable as a pupil at the school.

Or, bullying at any time, whether or not the above conditions apply, that:
- Could have repercussions for the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

As a school, we have a duty to safeguard children by taking into account what is happening to them outside of the school, therefore, where a parent or child informs us of bullying taking place off the school premises, this will be investigated and acted upon including supporting and signposting families to appropriate third parties.

The Headteacher and Senior Leaders will consider whether it is appropriate to notify the police or local authority. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

6. Roles and Responsibilities

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Bullying in any form is unacceptable. It will be taken seriously and dealt with promptly. All members of the school community are expected to report incidents of bullying.

School governors:
The named school governor for anti-bullying is **Rob Osborn.**
The school governors will:
- Adopt the anti-bullying policy and ensure it meets local need.
- Support the Headteacher, Senior Leaders and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor data to assess the effectiveness of this policy and identify any areas of concern.
- Ensure the anti-bullying policy is regularly reviewed.

Headteacher

The Headteacher is responsible for developing and implementing the anti-bullying policy. Ensuring that all staff (both teaching and non-teaching) are aware of the policy and know how to deal with incidents of bullying. The headteacher will set the school climate of mutual support and praise for success, to make bullying less likely. The headteacher produces accurate records of all incidents of bullying and shares the effectiveness of the anti-bullying policy with school governors.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being in school. They have the most comprehensive knowledge of the children in their care and should build up a relationship involving mutual support, trust and respect. We expect that staff will:

- Provide children with a framework of behaviour including class rules which supports the whole school policy.
- Implement procedure to confront any form of bullying.
- Emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere.
- Provide children with a good role model and model the school values.
- Raise awareness of bullying through stories, role-play, discussion, peer support, school council and school curriculum subjects.

Parents/Carers

We expect that parents/carers will:

- Understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school.
- Understand the definition of bullying and the difference between bullying and 'falling out'.
- Support us in helping us meet our aims.
- Feel confident that everything is being done to make sure their child is happy and safe at school.
- Speak to the class teacher immediately if there are any concerns. If a parent thinks bullying is the issue, the matter will be referred to Miss Williams (Pastoral Teacher). Parents can contact Miss Williams directly by calling the school office on 0116 287 5305.
- Be informed about and fully involved in any aspect of their child's behaviour.
- Be informed about who can be contacted if they have any concerns about bullying.

Pupils

We expect that pupils will:

- Report any incidents of bullying by:
    - Telling someone you trust
    - Putting a worry in the worry box
    - Telling your school council representative
- Support the Headteacher, Senior Leaders and staff in the implementation of the policy. This might involve contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise, e.g. via school council, PSHE lessons, class assemblies etc.
- Be involved in the monitoring and review of the policy from the end of this academic year.
- Feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn.
- Feel supported in reporting incidents of bullying.
- Be reassured that actions regarding bullying will take place.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

7. Preventing Bullying

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. The school council have designed an 'Anti-bullying Advice' leaflet for pupils (Appendix 1).

The school uses the **STOP** which means: **S**tart **T**elling **O**ther **P**eople to address incidents of bullying in school. Children are aware that bullying is often a group behaviour and children play different roles (Appendix 2); it isn't just the person being bullied and the person doing the bullying. As bystanders, children also need to report bullying. Children are encouraged to talk about issues with teachers, other staff members and their parents/carers.

We use a range of strategies to prevent bullying behaviour:

- Children are reminded on a regular basis of the school rules, the 6Rs and 'No Outsiders here.'

- Our school delivers regular PSHE lessons. These lessons ensure that statutory curriculum expectations are met. Lessons are used to teach children skills to develop healthy relationships and friendships through promoting co-operation, helpfulness and consideration for others. Pupils openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. We also teach pupils that using any prejudice-based language is unacceptable.

- Online safety is an important part of the curriculum and information for parents is included in newsletters and on the school website.

- Through assemblies' pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument.

- Our British Values themes raise awareness of bullying and teach other key values (such as 'Caring', 'Tolerance' and 'Respect') to prevent bullying.

- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.

- An annual 'Anti-bullying Week' in November is held to further raise awareness through performances, songs, videos and poetry. By focusing on this, it keeps the topic open, reminds and give opportunities for pupils and parents to understand what bullying is and how to report concerns.

- Complete a 'Helping Hand.' This ensures that all children have at least 5 people they can report bullying too.

- Each year group is represented by members on the school council. This provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.

- We regularly survey pupils through the Pupil Wellbeing Survey and use this to inform developments.

- All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on duty will inform class teachers of any incidents but will also follow this policy to ensure the incident is recorded and any necessary actions taken.

- We have variety of playground equipment and games are available for children to keep them active and valuably occupied to prevent opportunities for bullying to occur.

- Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities.

- We have an 'Anti-bullying' action plan which is involves the whole school community and is reviewed regularly in senior leadership meeting and school council meetings.

8. Staff Training

All staff new to the school receive anti-bullying awareness training and receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour, including cyber-bullying as well groups who are most likely to be bullied. Staff are trained to identify, record and challenge prejudiced based bullying and incidents.

9. Reporting bullying

Bullying is unacceptable. Stokes Wood is a listening school, if a problem is reported we respond promptly and effectively to reported incidents of bullying.

We encourage pupil to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:
- A trusted adult
- Their class teacher/TA
- School council representative

Each class has a 'worry box' and there is also a worry box outside Mrs Gadsby's office where children can report their concerns if they do not feel confident speaking to someone.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.
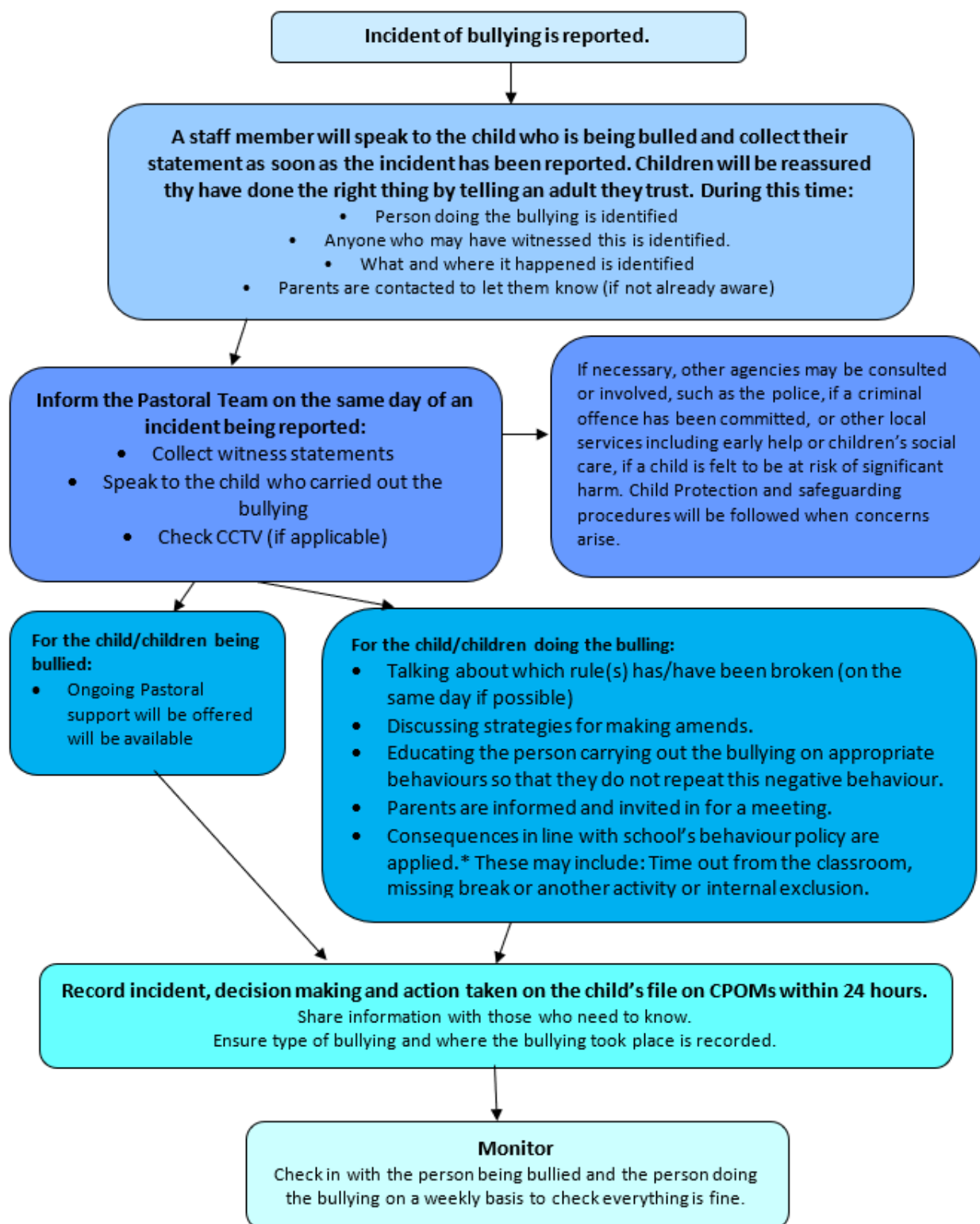
Parents are also encouraged to report concerns and bullying to the class teacher or Miss Williams (Anti-bullying Lead).

When pupils report their concerns, our staff are trained to LISTEN, and where possible children are involved in finding solutions.

Dealing with an incident

Whenever a bullying incident is discovered, school will go through a number of steps. The exact nature of each step will depend in part on the nature of the incident and those involved.

What happens if a bullying incident is reported?

Incident of bullying is reported.

A staff member will speak to the child who is being bulled and collect their statement as soon as the incident has been reported. Children will be reassured thy have done the right thing by telling an adult they trust. During this time:
- Person doing the bullying is identified
- Anyone who may have witnessed this is identified.
- What and where it happened is identified
- Parents are contacted to let them know (if not already aware)

Inform the Pastoral Team on the same day of an incident being reported:
- Collect witness statements
- Speak to the child who carried out the bullying
- Check CCTV (if applicable)

If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm. Child Protection and safeguarding procedures will be followed when concerns arise.

For the child/children being bullied:
- Ongoing Pastoral support will be offered will be available

For the child/children doing the bulling:
- Talking about which rule(s) has/have been broken (on the same day if possible)
- Discussing strategies for making amends.
- Educating the person carrying out the bullying on appropriate behaviours so that they do not repeat this negative behaviour.
- Parents are informed and invited in for a meeting.
- Consequences in line with school's behaviour policy are applied.* These may include: Time out from the classroom, missing break or another activity or internal exclusion.

Record incident, decision making and action taken on the child's file on CPOMs within 24 hours.
Share information with those who need to know.
Ensure type of bullying and where the bullying took place is recorded.

Monitor
Check in with the person being bullied and the person doing the bullying on a weekly basis to check everything is fine.

*If the incident is thought to be severe, a fixed term suspension or permanent exclusion procedures will be implemented for the child carrying out the bullying.

Recording

All incidents in or outside of school are recorded on the school's safeguarding software (CPOMs). Incidents include where the incident happened, the type of bullying and if the bullying was prejudice against a protected characteristic.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action. On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and school council meetings.

10. Monitoring and review

Pupils are fully involved in the writing, implementation, monitoring and reviewing of the anti-bullying policy; this is achieved through pupil voice alongside the school council.

This anti-bullying policy will be reviewed by the Pastoral Lead and Anti-Bullying Governor annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Governing body.

Appendix 1: Anti-Bullying Advice for Pupils

If you are being bullied:

Don't let the bully see that you are upset or crying.

Don't get angry with the bully and hurt them.

You can try and stop the bully by:

Looking the bully in the eyes and telling them to go away or don't speak to the bully and walk away.

Tell someone you trust.

Remember it is not your fault that you are being bullied.

Beyond Bullying

www.beyondbullying.com

0116 3055100

What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying
- Let the bully know what is happening
- Tell the bully to S.T.O.P. if it is safe to do so
- Don't stay silent or the bullying will keep happening
- Tell an adult what happened

Stokes Wood Aims:

- We will all work together to S.T.O.P. bullying.
- We want our schools to make everyone feel safe and happy.
- Bullying can make people feel frightened and unhappy.
- To deal with bullying, we will help everyone:
  - Get on well together
  - Respect and understand each other
  - Believe that everyone has the right to be who they are

Stokes Wood
Primary School

Anti-Bullying Advice

Stokes Wood
Primary School
where there are NO OUTSIDERS

Telephone: 0116 2875305

If you see someone getting bullied report it to an adult!

What is bullying?

In our school a bully is someone who hurts someone more than once, by using behaviour which is meant to hurt, frighten or upset another person.

Bullying can be:

Emotional
Hurting people's feelings, leaving you out, being bossed about

Physical
Punching, kicking, spitting, hitting, pushing.

Verbal
Being teased, called names, hand signs

Cyber
Using technology/the internet to upset someone else

Sexual
Rude comments, touching you when you don't like it

Bullying can also be through a third person!

People can be bullied for a number of reasons, including their race, religion, culture, disability, home circumstances, appearance, sexuality or gender identity.

When is it bullying?

S EVERAL

T IMES

O N
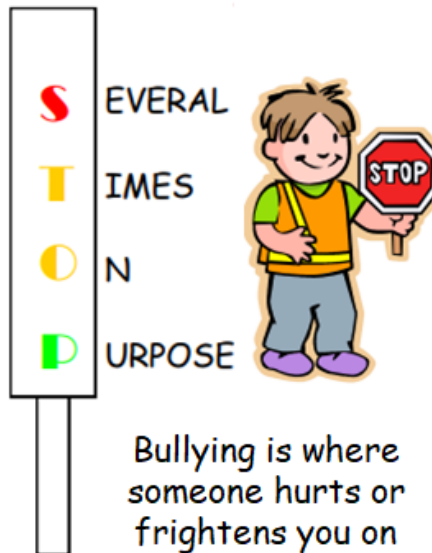
P URPOSE

Bullying is where someone hurts or frightens you on **purpose.** Bullying is when it happens **more than once.**

At Stokes Wood we:

- Take bullying seriously
- Find a way to make it STOP

Everyone should feel happy and safe in school there are **'No Outsiders Here.'**

Who can I tell?

Do not try to deal with problems on your own.

There is always someone who can help.

A **helping hand** is when you think of 5 people who you would tell if you are being bullied.

teacher
lunch time helper
mum or dad
any other adult
friend

Who is on your helping hand? Can you think of 5 people you can tell?

Do not blame yourself. It is **not** your fault that you are being bullied.

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Appendix 2: Roles of bullying

Bullying is often a group behaviour and children play different roles within this:

The ringleader – The person starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) – People actively involved in 'doing' the bullying.

Reinforcer(s) – People supporting the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) – People who stand up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s)/Bystander(s) - Ignores any bullying and doesn't want to get involved.