

Redbridge Primary School

RED

“Resilience, Excellence, Determination”



Anti-Bullying Policy

Date Approved	Next Review
29.06.2023	June 2024

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1. INTRODUCTION

At Redbridge Primary School we are committed to providing a supportive, caring, safe, environment where all of our pupils can learn without fear of being bullied and all of our staff can work without also feeling bullied. Bullying is anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. It is the duty of everyone to listen to those who may be being bullied and report any incidences of bullying.

In line with the *Equality Act 2010*, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Redbridge Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the *Children Act 1989/amended 2004*, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2020 *amended 2021*.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

2. PRINCIPLES

It is the responsibility of the governing body and the Head-teacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing 'respect for others resulting from active listening, trust and honesty'.

The four guiding principles of the Early Years Foundation Stage underpin our Anti Bullying Policy from the moment a pupil enters our school, and throughout their time at Redbridge Primary School. They are:

- every pupil is a *unique pupil*, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through *positive relationships*;
- pupils learn and develop well in *enabling environments*, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- *pupils develop and learn in different ways and at different rates* including pupils with special educational needs and disabilities.

3. AIMS

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

4. BULLYING DEFINITION

Bullying arises from a wish to hurt, threaten and frighten someone else with intent, **often repeated regularly and not a series of 'one-off' events**. It can be:

- Physical, involving pushing, pinching, hitting or kicking.
- Verbal, involving name-calling, teasing, taunting or threatening.
- Silent, involving the isolation of the victim by ignoring him or her, or by excluding him
- or her from group activities.
- Emotional- hurting feelings.
- Deliberate damage to the victim's property, or taking that property without permission.
- Sexual, rude comments, touching when you don't like it.
- Cyber, nasty texts, emails.
- Homophobic, improper use of the word gay.
- Racist and religious discrimination.

- Sexist – disparaging comments about gender.

At Redbridge Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHRE lessons.

5. FORMS AND TYPES OF BULLYING COVERED BY THIS POLICY:

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

6. TYPES OF BULLYING

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
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
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Bullying can take many forms including; name-calling, threats, humiliation, playing tricks and pranks, spitting, hitting, pushing and jostling, 'accidentally' bumping into someone, damaging or taking belongings, malicious text messages, e-communications and photographs, leaving people out of groups or games or social occasions, and spreading hurtful and untrue rumours. Several of these behaviours plainly involve the use of words. Several, however, may be non-verbal, involving body language, gesture and facial expression. Non-verbal behaviours can be just as hurtful and intimidating as those which involve abusive language.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools. All school staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

7. BULLYING PREVENTION

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies as well as PSHRE lessons, 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. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

8. CODE OF CONDUCT

Our school *Code of Conduct* is regularly promoted in assemblies and displayed throughout the school. Through pupils following the values (Positivity, Resilience, Respect, Honesty, Friendship), and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- Be kind, helpful and polite to others
- Be respectful of others; their opinions, feelings and property
- Respect everyone's right to speak and to be heard
- Work quietly to avoid disturbing others
- Care for the school environment and those in it by being tidy, clean and organised
- Use materials and equipment wisely and safely
- Move around the school and grounds safely and sensibly

9. BEHAVIOUR POLICY

Our *Behaviour Policy* includes rewards (dojo points) and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

10. RESPONDING TO BULLYING

When there is an incident of bullying this procedure is followed:

1. We will take every incident seriously.
2. All parents/guardians will be informed of the procedure.
3. Incidents will be recorded on the School Bullying as soon as possible after the incident has been reported by the staff member recording the information; and, where appropriate, Parent and Pupil forms may be completed. (Appendix B) All Forms will be uploaded onto Cpoms.
4. Strategies for dealing with incidents of bullying: One single strategy is unlikely to provide a complete solution on its own to the problem. It is important therefore, that We have a combination of strategies that can be drawn on and adapted to fit the circumstances of particular incidents. These may include:

- co-operative working;
 - circle time;
 - befriending;
 - support group approach;
 - mediation by adults;
 - playground friends (supported peer mediation)
5. In response to a complaint of bullying, the discipline procedures of Redbridge Primary School should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head-Teacher/Deputy Head-Teacher or a member of the Senior Leadership Team.

- Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- Identify the bully/bullies and any witnesses.
- Interview witnesses.
- Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
- If the bully owns up, make it understood that bullying is not acceptable at Redbridge Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
- Hold separate discussions with parents of bully and victim.
- Sanctions for the bully include: withdrawal from favoured activities, for example school visit loss of break times for a period to be determined by the Head-Teacher.
- Barred from school during lunchtimes for a period to be determined by the Head-Teacher.
- Fixed period of exclusion from school.

- Provide a Support Programme for the victim with the Pastoral Manager monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
- Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. The Pastoral Manger will support the child during this programme.

In order to reduce incidents of bullying and recognise bullies, at Redbridge Primary School, all staff watch for early signs of distress in pupils. We listen, we believe, we act.

The School Council/Ambassadors should be another forum in which children can report bullying.

This policy will be consistently applied by all staff. If bullying continues the consequences will be escalated.

11. CYBERBULLYING

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Requesting the deletion of locally-held content and content posted online if they contravene.

Take all available steps where possible to identify the person responsible.

This may include:

- looking at use of the school systems;
- identifying and interviewing possible witnesses;
- Contacting the service provider and the police, if necessary.

Ensure that sanctions are applied to the person responsible for the cyberbullying:

- the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

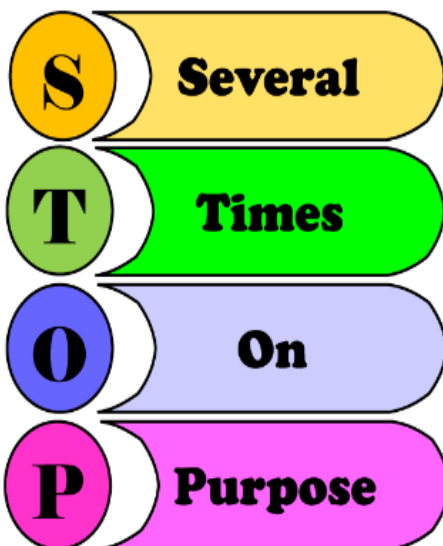
Provide information to staff and pupils regarding steps they can take to protect themselves online.

This may include:

- advising those targeted not to retaliate or reply;
- providing advice on blocking or removing people from contact lists;
- helping those involved to think carefully about what private information they may have in the public domain.

12. SUPPORTING PUPILS

Pupils who have been bullied will be supported by:



We say that bullying happens when these things happen

Several Times On Purpose.

We use the acronym **STOP** to help the children remember this.

So that incidents can be reported anonymously, each corridor has a “Worry Box” which is checked regularly by the Pastoral team.

Additionally, the **STOP** acronym is used to help children remember what they should do – **Start Telling Other People.**

We do not allow or tolerate bullies in our school.

What to do if you think you are being bullied:

1. Tell someone about it. (Your teacher, parents, write a note for the “Worry Box”, another grown up or a friend). **Start Telling Other People**. These grown-ups can help resolve the problem.
2. Remember if you keep quiet the bully wins!
3. Try not to be on your own, find a trusted friend to play with.

What to do if you see someone else being bullied (don't be a bystander):

1. Tell a grown up.
2. Make sure your teacher knows what has happened.
3. Write a note for the ‘Worry Box’.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children’s Services, or support through the Children and Young People’s Mental Health Service (CYPMHS).

13. ADULTS WHO HAVE BEEN BULLIED OR AFFECTED WILL BE SUPPORTED BY:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head-teacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools’ behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

14. PREVENTING BULLYING

The whole school community will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognises the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

15. POLICY AND SUPPORT

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or effects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

16. INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS

We will:

- Take steps to involve parents and carers to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

17. SIGNS OF BULLYING

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties and truancy.

18. USEFUL LINKS AND SUPPORTING ORGANISATIONS

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk

- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council.
- www.restorativejustice.org.uk/restorativepracticeschools

19. SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:
- www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice:
- www.gov.uk/government/publications/send-codeofpractice-0-to-25

20. CYBERBULLYING

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk -
- The UK Council for Child Internet Safety (UKCCIS):
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis -
DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying -
DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

21. RACE, RELIGION AND NATIONALITY

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational LGBT

- Barnardo's LGBT Hub:
- www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

22. SEXUAL HARASSMENT AND SEXUAL BULLYING

- Ending Violence Against Women and Girls (EVAW):
www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalitionSchools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect



Redbridge Primary School (APPENDIX 1)

Bullying Incident Record Form – Parent Form

Incident Reported to (Staff name)

Date of Incident: _____ Time of Incident: _____

Action you have taken

School to complete:

Comments: _____ Date of feedback to parent: _____

Physical		Emotional		Cyber	
Verbal		Deliberate Damage		Homophobic	
Silent		Sexual		Threatening	

Recorded in Incident book:

Pupil File:

Signed _____

Date _____



Redbridge Primary School

Bullying Incident Record Form – Pupil Form

Name:

Class:

Date of incident:

Describe the incident – what happened? (give details of the incident/s and the names of the people involved if possible.)

Did anyone else see or hear the incident? (if possible give names)

Yes

No

Have you told anyone else? (if possible give names)

Yes

No

Has anything like this happened before? (if possible give details, including names)

Yes

No

Why do you think this happened?

Signed _____

Date _____

–



Redbridge Primary School

Bullying Incident Record Form – School Form

Incident Reported to:
Incident Reported by:

Date of Incident:
Date of Report:

Time of Incident:
Time of Reporting Incident:

Physical		Emotional		Cyber	
Verbal		Deliberate Damage		Homophobic	
Silent		Sexual		Threatening	

Brief Description of Incident:

Action Taken:

Contact/involvement with the victim's parents? Yes No
Contact/involvement with perpetrator's parents? Yes No

Recorded in Incident Book Pupil File:

Signed _____ Date _____