



# ***Anti-bullying Policy***



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# Eastbrook Primary Academy Anti-Bullying Policy

## Statement of Intent

At Eastbrook Primary Academy we are committed to providing a warm, caring and safe environment for all our children and staff. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and anyone who is bullying others needs to learn different ways of behaving. At Eastbrook Primary Academy, we acknowledge that bullying does happen from time to time – indeed, it would be unrealistic to claim that it does not. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

## Aims and Objectives of this Policy

The aim of this policy is to try to prevent / deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- The school will work closely with other professional agencies to ensure that children stay safe.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc.) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc.) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

## What Is Bullying?

Bullying is any **deliberate**, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is **repeated over a period of time** and it is very difficult for the victims to defend themselves. Bullying is mean and results in worry, fear, pain and distress to the victims.

## **Bullying behaviour can be:**

- **Emotional:** being deliberately unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal:** repeated name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments
- **Homophobic:** because of/or focussing on the issue of sexuality
- **Online/cyber:** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- **Discriminatory:** making unfavourable or negative comments, gestures or actions relating to someone's disability or special educational needs.

## **Bullying is not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, one-off name calling, arguments or when the occasional trick or joke is played on someone. **It is bullying if it is done several times on purpose.** Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank.

We all have to learn how to deal with these situations and develop social skills to repair relationships.

## **Where does bullying happen?**

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground.

Bullying may also happen on the way to and from school. In such cases, the Head teacher is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

At Eastbrook Primary Academy, we are concerned with our children's conduct and welfare outside as well as inside school and we will do what we can to address any bullying issues that occur off the school premises. The following steps may be taken:

- Talk to the children about how to handle or avoid bullying outside the school premises
- Map out safe routes to school for children
- Discuss coping strategies with parents
- Talk to the Head Teachers of other schools whose children may be involved in bullying off the premises
- Talk to the local Community Police Officer about problems on the streets

## **Signs and Symptoms**

A child may indicate, by different signs or behaviour, that he or she is being bullied. The following signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Adults should be aware of these possible signs, particularly if they are on-going and investigate further if a child:

- Is frightened of walking to or from school
- Regularly asks to be driven to school
- Changes their usual routine/route to school
- Begins truanting
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underperform in school work
- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Asks for money or starts stealing money (to pay the bully)
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Comes home starving (money/snack/sandwiches have been stolen)
- Becomes aggressive, disruptive or unreasonable
- Starts swearing or using aggressive language for no apparent reason
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

## **What can children do if they are being bullied?**

Wherever they are in school, children have the right to feel safe. It is our policy to give children advice on what to do if they feel they are being bullied. Here are some strategies that can help children:

- Tell someone you can trust – it can be a teacher, a member of support staff, a midday supervisor, our family link worker (Mrs A Thompson), a parent, a friend, a brother, a sister or a relative.
- Try to ignore the bully but don’t suffer in silence and don’t blame yourself for what is happening.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it.
- Try not to let the bully know that he/she is making them feel upset.
- Stay in a group until you have some support, bullies usually pick on individuals.
- Get away as quickly as you can.
- If you are scared, ask a friend to go with you when you tell someone.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Keep a diary of what has been happening and refer to it when you tell someone.
- Keep on speaking out until someone listens and helps you.
- Never be afraid to do talk about it and quickly.

## **What can you do if you see someone else being bullied? (*The role of the bystander*)**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. Here are some of the strategies you can use:

- Tell a member of staff as soon as you can.
- Let the victim(s) know that you are going to get help.
- Don't smile or laugh at the situation.
- Don't rush over and challenge the bully yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box in the corridor by the staffroom.
- Call a helpline for some advice (see final paragraph).

## **Bullying of children with Special Educational Needs**

Eastbrook Primary Academy is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times. More able pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

## **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Eastbrook Primary Academy. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Children will be encouraged to report all bullying allegations and incidents to staff.
- Staff will make sure the victim(s) is and feels safe.
- Appropriate guidance and advice will be given to support the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- Any under-lying problems will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem-solving approach which will move children on from them having to justify their behaviour.

- Appropriate action will be taken as quickly as possible, to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the perpetrator that their behaviour is unacceptable.
- The perpetrator/s may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see later section).
- If possible, the pupils will be reconciled.
- Support will be given to help the perpetrator/s understand and change his/her/their behaviours.
- Incidents will be recorded by staff, see table below to see how prejudiced based bullying incidents are categorised within school.
- In serious cases parents will be informed and will be invited to come into school for a meeting to discuss the problem.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- The Headteacher will present termly reports on any serious bullying incidents to the Governors.
- If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services and/or police will be consulted.

## Guidance to support the categorisation of Prejudice Based Bullying Incidents

<b>A</b>	Very serious. Intent to harm – whether verbal or physical – which is deliberate and racially motivated; or motivated by discriminatory attitudes. Further concerns around potentially extreme attitudes expressed during follow up discussion, lack of capacity to understand why it was wrong, or communicates a firmly held belief that it was not wrong. Lack of remorse. Significant follow up action may be required.
<b>B</b>	Serious. Some intent to harm –whether verbal or physical – and where racial or other discriminatory attitudes/actions are deliberately and knowingly used as the vehicle to cause this harm. During follow up discussion, some understanding of the inappropriateness of this action may be expressed to some degree, but the pupil is typically unable to convincingly demonstrate remorse or show empathy linked to the bigotry which has been displayed. Significant follow up action may be required.
<b>C</b>	Moderate. Inappropriate use of language, representing a deliberate and calculated willingness to insult another pupil. Expresses understanding and clear remorse that it was wrong/inappropriate. Follow up action may be required to diminish/challenge stereotypes or to reinforce positive attitudes, tolerance and respect for others.
<b>D</b>	Minor. Thoughtless use of language, possibly a knee-jerk response to a heated situation, but no further evidence of discriminatory attitudes and minimal likelihood of recurrence. Expresses genuine regret
<b>E</b>	Minor. Accidental use of language. Lack of understanding of language being used and its implications. No malice intended. Typically this would apply for younger children.

The following sanctions may be used to help the perpetrator understand the significance of their actions and to help the victim feel supported.

- Apologise to the victim(s) verbally or in writing
- Lose privileges
- Lose a certain number of playtimes
- Spend playtimes and lunchtimes with an adult
- Parents will be invited into school
- Be removed from class to work away from their peers
- Report to the Headteacher or Deputy Headteacher
- Be withdrawn from participation in clubs and events not essential to the curriculum
- Internal Formal exclusion
- Fixed Term exclusion
- Permanent exclusion

## **Strategies for the prevention and reduction of bullying**

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. This could involve the whole class, 1 to 1 or small group work as appropriate.

These can include:

- Involving the whole school community in writing and reviewing the policy
- Undertaking annual questionnaires and surveys, for pupils, parents and staff, to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy
- Producing a 'child speak' version of the policy for the children
- Each class agreeing on their own set of class rules based on the school's golden rules and values (Community and Learning)
- Making national anti-bullying week a high profile event each year, working with the feeder secondary school biennially (SMILE project)
- Awareness raising through regular anti-bullying assemblies
- Circle time on bullying issues
- Setting up of peer support network where a small group of children volunteer to help and support an individual experiencing difficulties
- Children writing stories and poems and drawing pictures about bullying
- Children being read stories about bullying
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations
- Prominently displaying anti-bullying posters produced by the children around the school
- Monitoring the impact of playground improvements and initiatives
- Using praise and rewards to reinforce good behaviour
- Encouraging the whole school community to model appropriate behaviour towards one another
- Organising regular CPD for all staff
- Involving outside agencies, including the community police office for additional support

## Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children's and parents'/guardians' comments posted in the 'Worry' box and bullying incident forms will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy and everyone informed.

## Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Advisory Centre for Education (ACE) 0207 704 3370 [www.ace-ed.org.uk](http://www.ace-ed.org.uk)  
Anti-Bullying Alliance (ABA) 0207 843 1901 [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)  
Anti-bullying Network 0131 651 6103 [www.antibullying.net](http://www.antibullying.net)  
Bully Free Zone 01204 454 958 [www.bullyfreezone.co.uk](http://www.bullyfreezone.co.uk)  
Bullying Online 020 7378 1446 [www.bullying.co.uk](http://www.bullying.co.uk)  
Childline 0800 1111 (helpline for children) [www.childline.org.uk](http://www.childline.org.uk)  
Kidscape 020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)  
[www.kidscape.org.uk](http://www.kidscape.org.uk)  
[www.beyondbullying.com](http://www.beyondbullying.com)  
NSPCC 0207 825 2500 [www.nspcc.org.uk](http://www.nspcc.org.uk)  
Parentline Plus 0808 800 2222 [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
The Children's Legal Centre 0800 783 2187 [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)  
The Office of the Children's Commissioner 0844 800 9113  
[www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk)  
UK Government Website [www.direct.gov.uk](http://www.direct.gov.uk)