

Pupil Anti-Bullying Policy Stepney Primary School

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Monitoring:	Trust Board
Related Policies	Behaviour and Discipline Policy Complaints Policy Safeguarding Policy
Where is this policy published?	School Websites

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1 Thrive Charter

Thrive Mission Statement

Inspiring pupils to thrive in life

Thrive Values¹

Thrive Co-operative Learning Trust **understands thriving to mean learning**, and *learning* to mean **growing in knowledge, self-reliance and in responsibility towards others**. Achieving this will allow pupils and staff to **develop a sense of agency and co-agency**, which is the awareness that we are powerful and can affect change, that life is something to be grasped rather than something that happens, and that we have maximum impact when **we work together for the common good**. This sense of agency plays out at three scales as it affects the future of **the individual, their community (local and national), and their planet**.

To thrive, pupils and staff need **environments that are safe**, for **equality to be promoted and diversity to be celebrated**, and for **wellbeing to be valued, nurtured and supported**.

- Because the service we provide is crucial to each pupil's future life chances, we ensure that **we give all pupils the opportunity to thrive**, whatever their background or perceived abilities.
- Because our task is challenging **we all strive to grow and develop**, and we support each other in this and in developing a good work-life balance.
- Because thriving happens best where adults provide pupils with a consistency of approach, **we need people who will play their part for the greater good of the team**.
- Because we serve our local communities **we act as partners in the process of assisting our children to thrive** and will work cooperatively to see this happen.
- Because leadership is a privilege **we exercise leadership in an ethical manner** and commit ourselves to upholding [The Seven Principles of Public Life](#).
- Because we are facing a climate crisis **we will work towards being an environmentally sustainable organisation** and will develop pupil and staff participation in achieving this.
- Because we are funded with public money we will ensure that **we focus our resources on pupils and enable them to thrive**.

¹ Thrive's values are directly descended from the [Co-operative Values](#)

2 Introduction

The Trust is committed to ensuring equality of treatment and fairness in its day to day operation in line with the Equality Act 2010. To this end, the CEO and school managers will share via the school website.

3 Aims

- 3.1 This policy is based on DfE guidance *“Preventing and Tackling Bullying 2017*
- 3.2 This policy outlines what Stepney Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated in line with our school and Trusts values.

4 Roles and responsibilities

4.1 Local Governing Body

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy;
- Governors, the Headteacher, Senior Leader, teaching and non-teaching staff to be aware of this policy and implement it.

4.2 All Staff

Staff are responsible for:

- The Headteacher to communicate the policy to the school community and to ensure that sanctions are applied fairly, consistently and reasonably;
- To support and uphold the policy, knowing how to react to situations via CPD;
- To assist Parents/carers to support their children and work in partnership with the school;
- To assist pupils to abide by the policy;
- To respond to parental concern.

The named Governor with lead responsibility for this policy is: Ms R Truelove

The named member of staff with lead responsibility for this policy is: Ms J Atkinson

5 Our School Community

- Discusses, monitors and reviews the Anti-Bullying Policy and practice on a regular basis;
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively, that pupils feel safe to learn, and that pupils abide by the anti-bullying policy;
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy;

- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority, Thrive and other relevant organisations when appropriate.

6 Definition of Bullying

- 6.1 Bullying is “Behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying” 2017);
- 6.2 Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (online bullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps, and sending offensive or degrading images by mobile phone or via the internet

7 Forms of Bullying covered in this Policy

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

- Bullying related to race, religion or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Bullying related to appearance or physical/mental health conditions;
- Bullying related to sexual orientation (homophobic bullying);
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Sexist, sexual and transphobic bullying;
- Bullying via technology –“cyberbullying”.

8 Preventing, Identifying and Responding to Bullying

8.1 The 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;
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying;
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience;
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns as well as skilled support from staff such as ELSA and Wellbeing;
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others;
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school, Council, Pupil Voice and celebrating diversity;

- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour;
- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents);
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring;
- Have “safe spaces” for vulnerable children;
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied;
- Work with other agencies and the wider school community to prevent and tackle concerns;
- Celebrate success and achievements to promote and build a positive school ethos;
- Campaigns and themed weeks to highlight various issues such as LGBTQ+, White Ribbon, Anti-Racism week.
- Ensure staff are aware of the signs and symptoms of bullying and know to act on these immediately.

8.2 Signs and Symptoms

8.2.1 In primary schools, a child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school;
- begins to truant;
- 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 do poorly in school work;
- comes home with clothes torn or property damaged;
- has possessions which are damaged or ‘go missing’;
- asks for money or starts stealing money (to pay bully);
- has dinner money or other monies continually ‘lost’;
- has unexplained cuts or bruises;
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what’s wrong;
- gives improbable excuses for any of the above;

- is afraid to use the internet or mobile phone.

8.2.2 In secondary schools, a child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if they a child:

- Becomes withdrawn, isolated behaviour;
- Has an unwillingness to come to School;
- Stops eating;
- Is afraid to use the internet or mobile phone;
- Is complaining about missing possessions;
- Begins to truant;
- Feels ill in the morning;
- Has school work that begins to deteriorate;
- Becomes aggressive, disruptive or unreasonable;
- Is bullying other students;
- Refuses to talk about the problem;
- Is easily distressed;
- Has damaged or incomplete work;
- Is refusing to work in a group or with another student.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility to be investigated.

9 Involvement of Pupils

We will:

- Regularly ask children's views regarding bullying via meetings and surveys;
- Ensure that all pupils know how to express worries and anxieties about bullying. Notices around school reminding pupils who they can talk to;
- Ensure that all pupils are aware of the range of sanctions which may be applied to those engaging in bullying;
- Involve pupils in Anti-Bullying campaigns in school and embedded messages in the wider curriculum;
- Publicise the details of helplines and websites;
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have;
- Use restorative methods wherever appropriate, aimed to repair damage done to relationships.

10 Liaison with Parents and Carers

We will:

- Make sure that key information about bullying is available to parents/carers in a variety of formats;
- Ensure that all parents/carers know who to contact if they are worried about bullying;
- Ensure all parents/carers know how to complain;

- Ensure all parents/carers know where to access independent advice about bullying;
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying;
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline;

11 Links with Other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour and Discipline policy;
- Complaints Policy;
- Safeguarding policy;
- Acceptable Use Policy;
- Curriculum Policies such as RSE/PSHE policy;
- Mobile phone and social media policies;
- Searching, screening and confiscation.

12 Links to legislation

There are a number of pieces of legislation that sets out measures and actions for schools in response to bullying as well as criminal law. These include:

- The Education and Inspection Act 2006, 2011;
- The Equality Act 2010;
- The Children Act 1989;
- The Protection from Harassment Act 1997;
- The Malicious Communications Act 1988;
- Public Order Act 1986;
- The Computer Misuse Act 1990.

13 Monitoring and Review, Policy into Practice

This policy was approved by the Governing Body at Summer 2022

This policy will be monitored and reviewed at Summer 2023

The Head's report will inform the Local Governing Body, continual analysis in school including alerts via Child Protection Online Management System (CPOMS) ensure that relevant staff are aware of all incidents.

The Trust Pastoral Development Lead monitors incidents via annual audits and reports to the Trust Board accordingly.

14 Further Supportive Information

14.1 Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- A clear and precise account of the incident will be recorded and reported to the relevant staff ie. DSL, Pastoral Lead for Behaviour;
- The incidents will be investigated where necessary;
- When responding to online concerns the school will take all steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the Police, if necessary;
- Where the bullying takes place outside of the school site, the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the Behaviour and Discipline Policy;
- Parents/carers will be kept informed;
- Sanctions will be applied as appropriate and in consultation with all parties concerned;
- If necessary and appropriate, the Police or other specialist agencies will be consulted.

14.2 Supporting Pupils

14.2.1 Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with relevant staff;
- Being advised to keep a record of the bullying as evidence, discuss how to respond to concerns and build resilience as appropriate;
- Reassuring and providing continuous support;
- Restoring self-esteem and confidence;
- Working with the wider community and local/national organisations re: Further or specialist advice and guidance;
- Friendship groups to develop interpersonal skills, build self-esteem and confidence.

14.2.2 Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change;
- Informing parents/carers to help change the attitude and behaviour;
- Providing appropriate education and support;
- If online, requesting content be removed and reporting account/content to service provider;
- Sanctioning in line with school policy;
- Speaking with Police or local services;
- Methods of enabling an apology to the victim(s).