



## Long Sutton Church of England Primary School

### Policy for Preventing & Tackling Bullying

Date of Last Review	Date of Next Review
March 2022	March 2024
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with FGB and Anti-Bullying Champion (Governor)	
Purpose	
To provide a clear set of guidelines to help prevent bullying and outline positive actions to be taken should bullying occur at our school	

## **Core Principles and Aims of this Policy**

The staff and Governing Body of Long Sutton C of E Primary School recognise their responsibility to ensure effective strategies are in place to tackle any incidents of bullying. Good behaviour and discipline are a vital part of school life, setting the atmosphere of the school, providing an effective environment for good teaching and learning to take place. Through our school values, culture and curriculum, we aim to prevent prejudice and discrimination.

In this policy we will outline what constitutes bullying behaviour and how the school community will all work together to make everyone feel valued, welcome and safe in our school. Our school ethos is centred around celebrating and nurturing the unique child. This means that as a community, we value and respect the differences between us all as individuals.

The aims of this policy and of our anti-bullying strategies and interventions are:

- to prevent, de-escalate and / or stop any continuation of harmful behaviour
- to react to bullying incidents in a reasonable, proportionate and consistent way
- to safeguard the pupil who has experienced bullying and to trigger sources of support for all pupils involved
- to apply disciplinary sanctions to the pupil causing the bullying and ensure they learn from the experiences, possibly through multi-agency support

We strive to reduce the incidence and likelihood of bullying occurring by:

- being a 'Listening School': all staff make time to listen to any member of our community who is worried about any aspect of school life. All concerns are taken seriously.
- being inclusive: ensuring every child is enabled to participate fully in the life of our school.
- being respectful: celebrating diversity through our curriculum and valuing the uniqueness of every child in our school.
- setting high expectations for behaviour and being relentless in helping children to adhere to our school values and rules.
- teaching children what bullying is, as well as what bullying is not, through events such as 'Anti-Bullying Week', through Collective Worship and through the PSHE curriculum, as well as responding to individual incidents and the issues they raise, as they occur.
- taking action: we respond quickly to all concerns and incidents are investigated promptly, with an action plan put in place if bullying is occurring. Relevant staff are informed and both victim(s) and perpetrator(s) are supported through the process. Parents are kept informed of actions and support continues until the victim(s) and parents agree that issues have been resolved.
- monitoring incidents to identify any patterns in types / frequency of behaviour and responding with appropriate strategies, including curriculum design.

## **Our Setting**

We are a small, rural, Church of England Primary school where the needs of the unique child and strong relationships are central to everything we do. The school has approximately 120 children on roll, arranged into five classes. We have a close relationship with the local

Benefice, RAF Odiham and our 3 catchment villages of Long Sutton, South Warnborough and Upton Grey; the wider community has a strong presence within the everyday life of the school. We have a strong and active Governing Body who work closely with the Senior Leadership Team to ensure our school is a safe, happy and fulfilling place, where every child can flourish. Our Core Values are: Love, Courage and Hope, underpinned by our school rules: Be Kind; Be Respectful; Be the Best You Can Be.

### **National Guidance**

Long Sutton C of E Primary School recognises its legal duty under Section 175 Education Act 2002 to work with other agencies in safeguarding children and protecting them from “significant harm”. The school recognises that a clear policy on the Prevention & Tackling of Bullying will support all the other policies in the school, including the Behaviour Policy. As members of the school community, we uphold the United Nations Declaration of the Rights of the Child which states that all children are entitled to have an equal chance to be what they are and learn to be responsible and useful irrespective of their race, colour, sex, gender identity, sexual orientation, language, religion, political or other opinion, or national or racial origin. Staff will encourage parents and children to talk about any concerns or worries which may affect emotional health and well-being and educational progress. This policy reflects the DfE guidance document: ‘Preventing and tackling bullying: Advice for headteachers, staff and governing bodies’ (July 2017).

### **Where and to whom the policy applies**

This policy applies to: all staff (including volunteers), children/young people, parents/carers, governors and partner agencies working with our school. We acknowledge that bullying involving any member of our school community can happen within school or outside of school, including online.

### **Definitions and Terminology**

We adopt and agree with the government definition of bullying which is: “Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing & Tackling Bullying – DfE 2014)

Bullying also involves an “imbalance of power” (Anti-Bullying Alliance)

Bullying can take place directly or indirectly: face to face; through written bullying; in cyberspace; in school or out of school.

Bullying can be against pupils or adults. The three main types of bullying are:

- Physical (e.g. hitting, kicking, theft, damaging property)
- Verbal (e.g. name calling, racist or other offensive remarks, threats, repeatedly making negative remarks about someone)
- Emotional (e.g. spreading rumours, excluding someone from social groups, making gestures or mimicry)

### **Cyberbullying**

Verbal or Emotional Bullying may be carried out in the form of Cyberbullying, an aggressive, intentional act carried out by a group or individual, using electronic forms of contact,

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repeatedly over time against a victim who cannot easily defend him or herself. Cyberbullying includes bullying through: text messages, picture/video-clips via mobile phone cameras, phone calls, e-mails, instant messaging, websites, chat rooms or online gaming.

Bullying can happen to anyone and must never be tolerated. This policy covers all types of bullying.

<b>Type of Bullying</b>	<b>What it Might Look Like</b>	<b>Key Preventative Measures</b>
Gender	Judging others based upon gender  Leaving others out due to their gender  Derogatory comments about a particular gender.	Promoting a balance of gender role models within our curriculum.  Challenging stereotypical views and expectations through our curriculum and resources.
Race, Religion or Culture	Refusing to play with a child of a different race, religion or culture.  Racial name calling.  Forcing individual beliefs onto others.	A high quality RE curriculum which teaches children about Christianity, Islam, Judaism and Hinduism.  Ensuring our resources promote a range of races, religions and cultures.
SEND (Special Educational Needs and Disability)	Commenting negatively on other children's work or additional support needed.  Derogatory comments or gestures about any type of disability.	Ensuring resources provides positive images of people with disabilities.  Providing positive role models through Collective Worship and our PSHE curriculum.  School policy of not displaying names of children related to progress through any curriculum area e.g. Superhero Times Tables or for poor behaviour.
Homophobic, Biphobic or Transgender	Derogatory comments indicating intolerance or ignorance.	Teaching the British value or tolerance through Collective Worship and the RE & PSHE curriculum.  School value of respect, understood as valuing uniqueness and diversity.
Young Carers, Children in Care or otherwise related to home circumstances	Derogatory comments about personal circumstances	Inclusive language modelled e.g. 'Parents & carers', 'Your Grown Up'  Varied representations of family and home life in our resources used in school.

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The Single Equalities Act 2010 prohibits discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

Bullying includes any manipulative behaviour that affects another child's emotions. It is a purposeful action to hurt, upset or exclude another child/group of children. When this happens several times on purpose, the actions become of a bullying nature.

Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues and will receive regular support from school staff. Regardless of whether or not the behaviour meets the definition of bullying, at Long Sutton C of E Primary School, we believe that if the behaviour of one person towards another is causing distress, it needs addressing.

### Roles and Responsibilities

<b>Role</b>	<b>Responsibilities</b>
All Staff	<ul style="list-style-type: none"><li>• Be vigilant to signs of bullying</li><li>• Take reports of bullying seriously and investigate them thoroughly, without making assumptions or dismissing concerns</li><li>• Record bullying incidents on green behaviour forms (or in other ways as directed by Senior Leaders) and document the action taken</li><li>• Be integral in creating, implementing, monitoring and reviewing any action plan</li><li>• Work alongside children to challenge and tackle prejudice and intolerance</li><li>• Liase with all relevant staff, including the Headteacher, and with parents or carers, keeping them informed of any ongoing incidents related to the bullying concern</li></ul>
Teachers	<ul style="list-style-type: none"><li>• Use the curriculum to increase children's awareness of bullying and to help them develop strategies to combat it.</li><li>• Use circle times to explore issues and give opportunities to discuss feelings</li><li>• Use PHSE, notably the Heartsmart resources and approach, to promote tolerance and acceptance of others</li><li>• Inform parents at an early stage of any known incidents of bullying for all children involved</li></ul>
ELSA / Well-Being Group Leaders	<ul style="list-style-type: none"><li>• Support the victim and perpetrator (as identified in the action plan) to develop strategies for dealing with the emotions related to the bullying situation</li></ul>
SLT  NB: SLT roles include SENDCo, Curriculum Leader, all DSLs	<ul style="list-style-type: none"><li>• Referrals to external support agencies, as required</li><li>• Arranging opportunities for whole school awareness of behaviour and bullying issues e.g. drama groups, assemblies, Anti-Bullying Week</li></ul>

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	<ul style="list-style-type: none"> <li>• Induction of new staff to Behaviour and Anti-Bullying policies and annual safeguarding training of all staff</li> <li>• Oversee the writing, implementation, monitoring and review of action plans</li> <li>• Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying</li> <li>• Work alongside children and parents to tackle prejudice and intolerance</li> <li>• Supporting staff in the practical application of this policy and procedures</li> </ul>
Headteacher in addition to SLT responsibilities above)	<ul style="list-style-type: none"> <li>• Oversee all aspects of this policy and procedures</li> <li>• Be accountable for the actions of school staff</li> <li>• Hold staff to account for tackling and preventing bullying in line with this policy</li> </ul>
Parents / Carers	<ul style="list-style-type: none"> <li>• Ensure early contact with the school at any sign of suspected bullying</li> <li>• Remain calm, courteous and respectful during meetings</li> <li>• Trust the school to act appropriately on concerns raised, allowing time for agreed strategies to have an impact</li> <li>• Keep the school informed of any ongoing or additional concerns or incidents</li> <li>• Understand that all children are still learning to build effective relationships and that the perpetrator will require support as well as consequences in order to change their behaviour</li> <li>• Maintain and respect confidentiality, which may mean that parents of the victim are not aware of the consequences and support put in place for the perpetrator, and vice versa</li> <li>• Take responsibility for their child's behaviour and uphold the school values and the principles within the school's Behaviour Policy and within this policy</li> </ul>
Governors	<ul style="list-style-type: none"> <li>• Be aware of the school's policy and procedure for dealing with bullying and check that these are being followed via Headteacher reports and their own monitoring.</li> <li>• Hold school leaders to account for preventing and tackling bullying in an appropriate way</li> <li>• Be active in the review and monitoring of this policy</li> <li>• Carry out an annual audit of this policy</li> <li>• Appoint a Governor as Anti-Bullying Champion</li> </ul>

### Curriculum Support

Many aspects of the school curriculum support the aims of this policy, including:

- Our Vision Statement, Core Christian Values & School Rules
- The PSHE Curriculum, notably the 'Heartsmart' approach and resources
- Collective Worship Themes
- Anti-Bullying Week (annually)
- Well-Being, Mental Health & Social Skills Opportunities and Interventions, tailored to the needs of individual children

## **Staff support and training**

Staff (including volunteers) receive regular training to ensure the aims and expectations of this policy are followed consistently across all aspects of school life. Examples of training include:

- a thorough induction for all staff (including volunteers)
- annual Safeguarding & Child Protection training for all staff (including Prevent), plus regular updates as required
- training from external agencies such as the Primary Behaviour Support Service
- annual requirement to read and adopt the Staff Code of Conduct

## **External support**

HCC's Bullying leaflet (2009) – gives advice and information to parents/carers about bullying

Anti-bullying guidance for schools – page 45 (National Healthy Schools Programme)

Anti-bullying Alliance website/information.

Hampshire Police – Apprentice scheme and Safe4Me resources

## **Processes and Procedures**

### **Concerns from Parents & Carers**

We believe in the value of working in partnership with parents and carers, in order to make things better for the children involved. If parents or carers have any concerns over incidents pertaining to friendship issues or acts that could be perceived as bullying, they should talk to their child's class teacher in the first instance. Where there are two classteachers, staff will ensure that strong communication takes place so that parents can approach and follow up with either teacher. The class teacher and learning support assistant will work with the children involved in order to resolve the issues. If the issues are complex, other staff (e.g. the SENCo or ELSA) may also be asked to support the children at this point. If the issue continues to persist and is causing the child a great deal of distress or is of a serious nature, parents or carers should speak to the Headteacher or another member of the Senior Leadership Team.

For instances of cyberbullying, which will often take place out of school, parents or carers may also need to contact the police.

### **Concerns from Children**

Some children may find it difficult to tell adults if they are experiencing bullying. Our school curriculum, behaviour policy, and PSHE lessons aim to give children the confidence to speak out if something is wrong. Children are encouraged to 'Make a noise against bullying' and we emphasise that we are 'A Listening School' and that it is everyone's responsibility to 'tell' if they are aware that someone in the community is not being treated with kindness and respect. We remind children of what they can do if they are concerned about themselves or others. Staff are available daily on the playground at break times and lunch times to support children and we will always find time to listen to children's concerns. In our small school, we are able to establish strong relationships across different ages and stages: child:child;

child:staff; staff:child. These strong relationships result in children feeling able to identify several adults whom they feel confident and comfortable talking to about any concerns.

### **Concerns from Staff**

If staff have a concern about a child being bullied, they will discuss their concerns with other staff, including a member of the senior leadership team, and the concern will be fully investigated. If bullying is found to be taking place, or if there are other concerns around friendships or behaviour, parents will be contacted and a conversation about the concerns will take place.

### **Response to Concerns and Management of Bullying Incidents:**

When a concern is raised by a parent, child or member of staff, which points to the possibility of bullying taking place, the details of the concern will be investigated by talking to children, staff and parents as deemed necessary. As soon as we identify a bullying problem or as soon as the bullying problem is brought to attention, our aim is to stop the bullying scenario and support the children involved.

The following actions will be taken, dependent on circumstances:

- All relevant staff will be made aware of the situation and of the children involved. They will be asked to monitor the children within lessons and on the playground and to report and record any observations or incidents, in line with our behaviour policy.
- Regular 'check-ins' will take place with the children concerned, giving them an opportunity to talk about any further concerns or incidents.
- Tailored support for the child experiencing the bullying behaviour will be put in place, giving the child strategies for dealing with any future incidents or concerns and support for dealing with the emotions involved. The victim may need help and support to develop self-help strategies in order to become more self-confident and to build their self-esteem and resilience. We may also need to work on supporting her/him build strong, positive friendships with other children. If the victim would benefit from more intensive emotional support, we can refer the child to our ELSA (Emotional Literacy Support Assistant) for dedicated 1:1 support sessions. We can also signpost parents to further support from other outside agencies if it is felt that this would be of benefit. The support will vary depending on the needs of the children involved.
- Clear consequences will be put in place for the perpetrator(s), in line with our Behaviour Policy. If bullying is found to be taking place, the consequence will include notifying the parents of the perpetrator(s) and arranging a meeting to discuss actions being taken. Consequences for bullying will vary depending on the age of the child(ren) and the individual circumstances but may include: time off the playground; removal of privileges; individual codes of conduct; additional supervision or monitoring.
- Tailored support and help for the perpetrator to change his or her behaviour and to help her/him realise the depth of emotional, psychological and physical harm they

may be inflicting. The support will vary depending on the needs of the children concerned.

- Restorative approaches may be used in order to help repair relationships between the victim and perpetrator.
- Parents and carers of children involved will be kept informed and updated and their views sought for possible strategies to support their child(ren).
- Where bullying is identified as taking place, a 'Preventing and Tackling Bullying Action Plan' will be created, implemented, monitored and reviewed (see Appendix A). This form may also be used in situations where it is felt a child is at risk of bullying or in situations where a child is experiencing serious friendship issues.
- Review meetings will be held to establish the progress being made and adjust the action plan if necessary.
- For incidents involving racial bullying, or for any racial incident, the HCC Racial incident form must be completed by the Headteacher.

If the bullying behaviour persists, despite a range of strategies being implemented, the severity of the consequences will increase and it may be necessary to consider the use of exclusion, in line with our exclusions policy.

### **Record Keeping**

Green Behaviour Incident forms are used to record incidents of poor behaviour, in line with our Behaviour Policy. Where bullying is identified, or more serious concerns are identified (for example recurring friendship issues), an action plan will be created to identify the steps being taken to improve the situation. This action plan will be shared with relevant staff and with parents and will be reviewed at an agreed time.

### **Promoting Positive Behaviours**

The following strategies are some examples of approaches we have in place to help prevent bullying:

- Strong relationships are at the core of everything we do and children are encouraged to identify at least one trusted adult whom they can talk to if they are concerned about anything happening in their lives.
- Our core Christian Value of Respect is promoted through encouraging children to value each other's uniqueness and celebrate our differences.
- Annual Anti-Bullying Week, promoting respect for all
- Induction for all new staff
- Buddy system for all new YR children and for children joining our school in other year groups, to promote strong relationships between children
- A strong mental health and well-being curriculum, tailored to the needs of individual children
- Working with parents and carers to promote good behaviour and encourage involvement in promoting the school ethos

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- Striving to be a listening school with an open door policy, where all staff are approachable
- Use of the school council to promote anti-bullying messages
- Referrals to external agencies to support children with behaviour needs

### **Monitoring, evaluation and review:**

Data and information is gathered and analysed in various ways, to inform anti-bullying practice, including:

- Annual children and parental questionnaires.
- Annual monitoring by the Governing Body, including discussion with staff, children and parents, to ensure that the guidelines and approaches in this policy are adhered to and are effective.
- Regular monitoring of behaviour incident logs and behaviour records.

Within the Governing body, there will be a lead individual or committee responsible for addressing bullying. The lead or committee will make sure that the wider Governing Body and the Headteacher are meeting their legal duties with regard to bullying, and that the Governing body has an active role in supporting the school both in prevention and response.

Our rejection of all forms of bullying and racism is a common thread, which is embraced through the school's ethos and values and is also supported by the Behaviour Policy and Safeguarding Policy.

**Appendix A**

**Preventing & Tackling Bullying Action Plan  
Strictly Confidential**

<b>Name(s) of Children Involved:</b>	<b>Classes:</b>
<b>Date of Commencement of this plan:</b>	
<b>Summary of Concerns and Issues (including dates):</b>	
<b>Planned Actions (including key people):</b>	<b>Review of Impact (including dates &amp; evidence):</b>
<b>Record of Meetings (dates, times &amp; people present:</b>	
<b>Additional Comments:</b>	

**Plan Closed (Date):**

**Signed:**

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