



Stormont School

10a BULLYING POLICY

EYFS – YEAR 6

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Published by Head

**The policy will be published on the website for current and prospective parents,
governors, staff and volunteers.
Hard copies are available from the School Office.**

BULLYING POLICY

INTRODUCTION

This policy has regard for *Working Together to Safeguard Children* and *KCSIE (2019)*, and should be read in conjunction with the school's behaviour and child protection (safeguarding) policies. *Non-statutory advice Behaviour and Discipline in Schools (2011)*, *Non-statutory DfE Advice Preventing and Tackling Bullying (2013)* and *Preventing and tackling bullying (2017)* are useful sources of guidance.

This policy applies to all children in the school, from the EYFS - Reception Class to Year 6.

1. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. School staff should support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact.
2. Some pupils are particularly vulnerable to bullying and may be severely affected by it, such as those with special educational needs or disabilities. Others may be particularly vulnerable because they are going through a personal or family crisis, or suffering from a health problem. Children in care that are frequently on the move may be vulnerable because they are always the newcomer. Those with caring responsibilities may be vulnerable because they are socially isolated. These vulnerable young people may also be at risk of turning to social media for consolation or to get their own back by cyberbullying. Therefore counselling and education on e-safety can help.
3. There is evidence to suggest that pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying.
4. There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this will help schools to develop strategies to prevent bullying from happening. It will also help schools be alert to those children who may be severely affected when it does occur.
5. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental and emotional health of the pupil.
6. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a Common Assessment Framework or referring to Child and Adolescent Mental Health Services (CAMHS).
7. There may be cases of bullying that also raise safeguarding and/or child protection concerns and these would trigger the School's Safeguarding and Child Protection Policy, for example peer on peer abuse.
8. Bullying becomes a safeguarding issue when a child is at risk of significant harm.

OBJECTIVES

At Stormont, we believe that every child should be able to learn at school free from bullying of any kind and that they should feel safe and supported. We recognise that staff, and all members of the school community, should be able to fulfil their function free from bullying in a safe and supportive environment.

At Stormont, governors, staff, parent volunteers, parents and children work together to create a happy, caring, learning environment in which respect for one another is actively promoted. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

AIMS

- To make it clearly understood by all members of the school community that bullying will not be tolerated at Stormont.
- To prevent, as far as is possible, bullying taking place.
- To respond effectively to particular incidents.
- Through the curriculum, to raise awareness about bullying behaviour, challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help to build an anti-bullying ethos in the school.

WHAT IS BULLYING?

"Bullying may be defined as: *Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group, either physically or emotionally*". DCSF Guidance Safe to Learn: Embedding anti-bullying work in schools.

Department of Education guidance:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

Repeated

Intended to hurt someone either physically or emotionally

Often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

It takes many forms and can include:

Physical assault

Teasing

Making threats

Name calling

Cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger) See Appendix or separate policy?

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Bullying can take many forms but four main types are:

- Physical
- Verbal
- Emotional
- Psychological

It can take the form of -

name-calling, insulting remarks, taunting, mocking, offensive comments,

gossiping, spreading hurtful and untruthful rumours.

threatening behaviour and remarks, hitting, kicking, pushing, taking belongings, physical and sexual abuse, upskirting

spreading nasty stories about someone, excluding someone from social groups,

cyber-bullying including, inappropriate text messaging, sending offensive or degrading images by phone or via the internet, including social networking sites, producing offensive graffiti.

It can be related to -

race, religion or culture
special educational needs or disabilities
appearance or health issues,
sexual orientation, sexist issues, gender and sex
home or care issues

It can take place between -

Pupils, pupils and staff, staff, parents and staff.

It can be carried out -

By individuals
By groups
Face to face
Indirectly, such as notes, email, or cyber-bullying

It can result in -

Damaging self-confidence and self-worth
Emotional damage
Psychological damage and even suicide
Physical damage
Inverted feelings of guilt
Damaging impact on the whole school community

Possible signs of bullying - children may:

Be unwilling to go to school
Begin performing poorly in their school work
Come home regularly with clothes and books damaged
Become withdrawn
Become distressed or stop eating
Cry themselves to sleep or have nightmares
Have unexplained bruises or scratches
Refuse to say what is wrong
Lose belongings
Become isolated at school

Possible signs of bullying - adults may:

Become increasingly withdrawn
Have increased numbers of absence
Suffer health problems
Demonstrate deterioration in the quality of their work

Who are the victims?

Any child can be bullied. However, there are certain risk factors, which make the experience of bullying more likely. These include:

Lacking close friends at school
Being shy
Coming from an over protective family environment
Being from a different racial or ethnic group to the majority
Being different in some obvious respect from the majority
Having special educational needs
Being vulnerable for safeguarding reasons (known to Children's Services)
Being a "provocative victim" – a child who behaves inappropriately with others, interrupting games or being a nuisance.

STRATEGIES FOR DEALING WITH BULLYING

PREVENTION

Preventive measures are based on raising awareness amongst pupils, staff, parents and other members of the school community. Everyone, therefore, should be familiar with the Anti-bullying Policy. Pupils are taught about bullying in their PSHEE lessons and through assemblies and form times. Outside agencies such as the NSPCC are also periodically used to deliver talks to both staff and pupils about bullying.

- Everyone has the right to feel comfortable, at ease and happy both in the school environment and when travelling to and from school.
- Bullying in its various forms will not be tolerated.
- Anyone who is aware of bullying must report it – to a friend who can tell a teacher, to a teacher or other adult in school, to a parent. To remain silent is tantamount to telling the bully to carry on bullying.
- Bullying will be dealt with very seriously.
- Staff training in issues connected with anti-bullying and promoting positive behaviour takes place on a regular basis.
- Class Teachers have a key role to play in raising awareness amongst pupils when establishing expectations about behaviour within their Class.
- Assemblies, PSHEE lessons (see PSHEE Policy) and Form Times will be used to make children clear about the Anti-Bullying Policy and to ensure that they understand what they should do if they are being bullied or they know someone who is being bullied.
- Bullying and Anti-Bullying may also be addressed in other lessons such as Science, Drama, English and R.E.
- External agencies may be invited to lead workshops/give presentations on Anti-Bullying.

All Staff should be vigilant at all times, particularly when on duty in the Dining Room or the Playground or in other areas or freer situations where and when bullying may take place. (See Behaviour Policy.)

All observations and communication with parents are recorded on Engage and the relevant staff members notified. Staff also have a weekly pastoral meeting where individual pupils who staff are concerned about are discussed.

Parents - The Handbook for New Parents will make it clear that there is a school policy on Anti-Bullying. Staff will reinforce this during the Curriculum Meetings at the beginning of the Autumn Term and make it clear to parents that the school welcomes a parent informing us as soon as they have any knowledge or any suspicion that bullying may be happening.

RESPONSES

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. The response should involve corrective action and supportive action both for the victim and the bully (see Behaviour Policy). It is important that instances of bullying are noted, recorded, and the victim is supported whether or not the bully has been identified. Investigations of the reported bullying should have a high priority, but discretion is important. The children should know that there is always somebody ready to listen and to provide immediate support. In a case of bullying where safeguarding and/or child protection concerns are raised, the School's Safeguarding and Child Protection Policy procedures would take precedence.

Recommended procedure when an incident occurs:

The following is a list of actions available to staff depending on the perceived seriousness of the situation (see Behaviour Policy). The emphasis is always on a caring, listening approach as bullies are often victims too – that can be why they bully.

- Investigate the incident as soon as possible. Discussions at length with the victim. This will require patience and understanding.
- Listen, believe there might be an issue to be investigated, act. Identify the bully/bullies.
- Obtain witnesses if possible.
- Make a note of the incident(s) and a note of the details disclosed
- Report the incident to the Head of Lower School for Years R-2, or the Deputy Head for Years 3-6.

Discussions with the alleged bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Stormont. In minor cases a verbal reprimand should be given and the Class teacher informed and the matter noted on Engage. In more serious or repeated cases a *Bullying Report Form* (Appendix A) should be completed and the Deputy Head and the Head advised. These forms (both blank and completed) are kept in a file in the Deputy Head's Office.

- If the bully owns up then follow the procedure outlined below.
If the bully does not own up, investigate further. If it is clear that they are lying, continue with the procedure. It is hoped that children will usually own up if presented with all the facts.
- For vulnerable pupils or those with SEND, the Head of Learning Support would be involved in the process of sanctioning. Support would be given to ensure that these pupils have an understanding of what they have done and the consequences of their actions. These pupils will continue to be closely monitored and supported.

Steps to follow:

- Arrange separate discussions with parents of bully and victim
- A behaviour sheet to be filled out by the bully
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school, depending on the perceived severity of the incident(s).
- A proper apology should be made to the victim.
- Class teachers should be informed and colleagues should be made aware of the situation so that they may watch carefully for any reoccurrence.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition.
- A series of regular meetings with the victim may be helpful. The victim needs to know that she has support at all times; her self-confidence will, at the very least have been seriously damaged.
- As the behaviour of the bully (hopefully) improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying.
- Support for the bully should also be given. A series of regular meetings with the bully may be helpful. The bully needs to know that the school will help her to moderate her behaviour and to establish positive relationships with her peers.
- If behaviour persists then the behaviour modification programme mentioned in the behaviour policy would be used.
- If necessary, the procedures for dealing with major breaches of discipline as laid out in the Behaviour Policy would need to be used.

UNDERTAKING

In order to identify incidents of bullying and the identities of bullies, at Stormont we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- Children are told they can write notes and give them to their Class teacher, if they feel they cannot speak about their problems.
- The Childline telephone number to be displayed clearly in school.

Remember that the worst reaction to being told about bullying is to do nothing.

Appendix

Cyber-bullying policy.

At Stormont, governors, staff and parents recognise that technology plays an important and positive role in children's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology both safely and responsibly whether at school or at home.

Aims

- To ensure that pupils, staff and parents are educated to understand what cyber-bullying is and what its consequences can be.
- safeguard the pupils in the real and virtual world
- To ensure that knowledge, policies and procedures are in place to prevent incidents of cyber-bullying in school or within the school community.
- To ensure that reported incidents of cyber-bullying are dealt with effectively and quickly.
- To monitor the effectiveness of prevention measures through the Pastoral Committee

Main text of your cyber-bullying policy:

APPENDIX A
BULLYING REPORT FORM

Date:	Reported by:
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Name of "Victim":

Name/s of alleged bully/ies:

Name/s of alleged bully/ies:

Name/s of alleged bully/ies:

Time	Place	Type of behaviour
Before school	Classroom	Group bullying
Morning Lessons	Cloakroom	Pushing/shoving
Break	Corridor	Hitting/kicking
Lunch Break	Dining Room	Property destroyed/work damaged
Afternoon Lessons	Outside	Belongings taken/hidden
After School		Persistent hurtful comments
		Exclusions from friendship groups or activities

Discussion with "Victim"

Discussion with Bully/ies

Outcome

Signed: _____ (member of staff)

To be seen by Class Teacher/Other members of Staff involved and then filed in Deputy Head's office