



# **Stormont School**

## **ANTI- BULLYING POLICY**

### **EYFS – YEAR 6**

**Last reviewed Autumn 2023**

**Next review due Autumn 2024**

**Reviewed by Deputy Headteacher**

**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.**

### ANTI-BULLYING POLICY

#### INTRODUCTION

This policy has regard for:

- *Working Together to Safeguard Children (2018)*
- *KCSIE (2023)*
- *Non-statutory advice Behaviour and Discipline in Schools (2016)*
- *Non-statutory DfE Advice Preventing and Tackling Bullying (2013)*
- *Preventing and tackling bullying (2017) are useful sources of guidance.*
- Section 89 Education and Inspections Act ns 20142006
- Education (Independent School Standards) (England) Regulations 2014
- The Equality Act 2010
- DfE Mental Health and Behaviour in Schools advice for school staff November 2018
- 'Sexual Violence and Sexual Harassment between children in schools and colleges, Advice for governing bodies, proprietors, headteachers, principals, senior leadership teams and designated safeguarding leads' September 2021
- Equality and Human Rights Commission - Using data to inform and evaluate anti-bullying strategies June 2018
- Cyber-bullying: Advice for Headteachers and School Staff (2014)
- Advice for Parents and Carers on Cyber-Bullying (2014)

Is used in conjunction with Stormont's:

- Behaviour Policy
- Online Safety Policy
- Safeguarding Policy
- Acceptable Use of ICT Policy
- Staff induction Policy

The policy is made available to parents on the school website and on request. This policy applies to all children in the school, from the EYFS - Reception Class to Year 6.

#### PURPOSE AND SCOPE OF THIS POLICY STATEMENT

The purpose of this policy statement is:

- to prevent bullying from happening between children and young people who are a part of our organisation, or take part in our activities
- to make sure bullying is stopped as soon as possible if it does happen and that those involved receive the support they need
- to provide information to all staff, volunteers, children, and their families about what we should all do to prevent and deal with bullying. This policy statement applies to anyone working on behalf of Stormont School, including senior leaders the board of governors, paid staff, volunteers, club leaders, agency staff and pupils.

#### STATEMENT OF INTENT

Stormont aims to teach the value of integrity, morality and a concern for others and to develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society. At Stormont our values are for our students to be Happy, Confident and Ambitious. Stormont is considered to be a happy school and community. It is an aim of our school to ensure that bullying behaviour is neither tolerated nor allowed to continue. All members of the school community, pupils, or staff should be free from the fear of bullying and treated with respect.

Everyone should feel able to speak out and report any concerns about bullying in the knowledge that they will be listened to and that the matter will be investigated by those with the training to do so.

Anyone who reports an incident of bullying will be able to do so in safety. Stormont does not tolerate bullying. An important part of the school safeguarding work requires that staff should be vigilant and available to pupils to discuss any concerns that they may have either for themselves as individuals or for the welfare of others. Staff are trained in preventing, recognising, and acting upon cases of bullying and in conflict resolution. Keeping Children Safe in Education, September 2023 lists child on child abuse as a particular safeguarding concern and this forms an important part of our safeguarding awareness. Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, this will be treated as a child protection concern and child protection procedures will be followed.

### **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 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.

### **DEFINITION OF BULLYING**

Bullying is any behaviour, repeated over time, which can happen online, offline, or both which is intended to hurt someone in any way or to make someone feel uncomfortable or unhappy. However, any single incident of bullying behaviour will be followed up and an appropriate record made (including reference to any protected characteristic). These are used to spot patterns and to ensure that the single incident does not become the first of a series.

This could be physical, verbal or emotional and may involve the Protected Characteristics of age, disability, special education needs, gender reassignment, race, religion or belief, sex and sexual orientation or because a child is adopted or has caring responsibilities. It may be prejudice based and discriminatory or involve initiation/hazing type violence and rituals which may also include an online element. It may be motivated by actual differences between children or perceived differences. It may occur directly or through cyber technology (social media websites, mobile phones, text messages, photographs, and emails)

Bullying may include name calling, taunting, mocking, making offensive comments, threatening behaviour, kicking, hitting, pushing, or indeed any form of physical assault, taking belongings, harassment, inappropriate text messaging and emailing, sending offensive or degrading images by phone or via the internet, producing offensive graffiti, excluding people from groups, spreading hurtful and untruthful rumours. Making someone feel unwelcome in a group could just as much be bullying as actively excluding them. These sometimes occur between two individuals in isolation, but more frequently involves others, over a period and these people are complicit in the bullying.

Separate guidance is issued to parents and pupils on online bullying, sometimes known as cyber-bullying (see Appendix 2). All of these will be dealt with in accordance with this policy. Stormont has an 'acceptable use' policy for computers and the school systems are monitored with two levels of security. Please see the school's Online Safety Policy for more detail on monitoring.

Bullying may cause serious psychological harm to those who have been bullied and may cause loss of confidence, depression etc to suicidal thoughts and actions.

If an incident doesn't have all of the elements of bullying, doesn't mean it is something to ignore.

For example, a relational conflict that goes unresolved can easily turn into bullying so should be monitored. Another example would be that a one-off verbal or physical attack, whilst not bullying, would still need involvement from adults in the form of sanctions and/or support.

Where a pupil engages in bullying behaviour, it must also be recognised that the pupil may also be vulnerable which may manifest itself in such behaviour. Appropriate support may need to be put in place for them in addition to that for the pupil who has been bullied.

### **SIGNS OF BULLYING**

Changes in behaviour that may indicate that a pupil is being bullied include:

- Unwillingness to return to school
- Displays of excessive anxiety, becoming withdrawn or unusually quiet
- Failure to produce work, or producing unusually bad work, or work that appears to have been copied, interfered with, or spoilt by others
- Books, bags, and other belongings suddenly go missing, or are damaged
- Change to established habits (e.g., giving up music lessons, change to accent or vocabulary)
- Diminished levels of self confidence
- Frequent visits to the school office with symptoms such as stomach pains, headaches
- Unexplained cuts and bruises
- Frequent absence, erratic attendance, late arrival to class
- Choosing the company of adults
- Displaying repressed body language and poor eye contact
- Difficulty in sleeping, experiences nightmares
- Talking of suicide or running away

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be passed on and investigated.

### **OUR PROMISE**

#### **We believe that:**

- children and young people should not experience abuse of any kind
- we have a responsibility to promote the welfare of all children and young people, to keep them safe and to practise in a way that protects them.

#### **We recognise that:**

- bullying causes real distress. It can affect a person's health and development and, at the extreme, can cause significant harm
- all children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have the right to equal protection from all types of harm or abuse
- everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- bullying is closely related to how we respect and recognise the value of diversity.

#### **We will be proactive about:**

- seeking opportunities to learn about and celebrate difference
- increasing diversity within our staff, volunteers, children, and young people
- welcoming new members to our organisation.

### **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.

- We use appropriate assemblies to explain the school policy on bullying. Our PSHEE programme of Jigsaw is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school. The programme is structured to enforce the message about community involvement and taking care of each other, to ensure pupils are clear about the part they can play to prevent bullying, including when they find themselves involved in some way
- All our pupils are encouraged to tell a member of staff at once if they know that bullying is taking place.
- 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 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.
- Celebrating success is an important way of creating a positive school ethos around the issue and pupils' achievements both academic and wider such as community involvement
- Respectful and appropriate behaviour is a theme raised regularly by the Senior Leadership Team through assemblies, where responsibility, respect and appropriate behaviour is frequently a topic for discussion.
- National Anti-Bullying weeks are marked throughout the school and appropriate activities organised to raise the profile of bullying so that pupils feel supported in reporting any concerns either for themselves or for others.
- We are running an Anti-Bullying Ambassador scheme and pupils have helped to devise the various policies and the Pupil Code of Conduct.
- Friendships across the year groups are valued and encouraged through the House System, Prefects\ along with sporting, musical, dramatic, and artistic groups and teams.
- Staff guidelines regarding appropriate behaviour towards pupils and sanctions to be used are included in the Staff Handbook, and in the Rewards and Sanctions. Staff and senior pupils conduct duties around the school during break times, assisting in reducing the potential for bullying.
- Staff teach the girls throw different roles involved in bullying- target, ringleader, outsider, defender, reinforcer and assistant (Anti-Bullying Alliance)
- Extra teachers supervise the girls on duty
- There are 'worry boxes' in every class in Prep, in the link in Pre-Prep and outside the Deputy Head's Room
- Involvement of pupils, staff, and parents in the construction of the Anti-Bullying Policy
- Signing of the Acceptable Use Policy for pupils and staff
- Classes have charters whereby they commit to certain behaviours throughout their time at Stormont
- In RHSE and PSHEE Jigsaw scheme of followed promoting healthy relationships and self-awareness
- No mobile phones for pupils allowed in school
- **All Staff** should be always vigilant, 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 CPOMS and the relevant staff members notified. Staff also have a weekly pastoral meeting where individual pupils who staff are concerned about are discussed.
- Parent contract outlines our stance on bullying and the expectations of parents in forming a partnership with the school when dealing with bullying
- Specific problems are highlighted at staff meetings where individuals are discussed, and circumstances and issues shared and minutes taken. Staff are encouraged to discuss and

define actions to resolve and prevent problems and to identify the sources of support that are available.

### **Recommended procedure when an incident occurs:**

#### **Step 1: Secure the safety of those involved**

- The first step is to make sure everyone is safe. Have people been physically and/or emotionally hurt by bullying? Are children safe in school? Some key things to consider:
- Think about safeguarding issues - follow your safeguarding policies and anti-bullying policy
- Is anyone in immediate danger?
- Use reporting and recording systems
- Assure pupils that you have taken their report seriously and immediate action will be taken

#### **Step 2: Stop the behaviour reoccurring**

- This step is about ensuring that the behaviour for the group will not continue. This is where the ability to see bullying as a group behaviour will help, and you can use strategies to intervene such as restorative approaches, sanctions, and group work to develop empathy. This process will include:
- Use group roles to identify those involved
- Make it clear that the behaviour needs to stop
- Work with the group in the most effective way to stop the behaviour reoccurring and set up agreements amongst the pupils involved about the way forward
- Keep a note of all actions

#### **Step 3: Whole school learning**

- This is an important step, as it allows us to reflect upon the school's approach and if there's anything we can do to prevent a similar situation in the future.
- Spend some time reflecting on the incidents. Ask yourselves:
- What has this incident taught us?
- Does this show us that we have any issues in school? E.g. do you have an issue with language in school or an area within the school which needs more adult supervision
- Do staff need any training?
- Does the school policy need to be refreshed?
- What needs to happen / who do you need to speak to, to make this happen? By when and how?

Follow the Anti Bullying Alliance 10 key principles for tackling bullying: listen, celebrate difference, include all, report bullying, believe, take action, understand, challenge, respect and our Anti-Bullying Policy supports and underpins these principles. (Anti-Bullying Alliance)

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 to all children involved in this incident regardless of their role.

In Stormont we will:

- The member of staff to whom it was reported or who first discovers the situation, will control the situation, reassure, and support the pupils involved.
- The victim will be interviewed on her own, and asked to write about or recount the event/s. 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.
- The person displaying the bullying behaviours, together with all others who were involved, will be interviewed individually, and asked to write or recount an immediate account of events.
- Use questions from Restorative Response (Appendix 5)
- Staff should keep detailed written records of all interviews

- Report the incident to the Head of Pre-Prep for Years Reception -Year 2, or the Deputy Head for Years 3-6.
- Discussions with the alleged perpetrator. 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 CPOMS.
- In more serious or repeated cases a *Bullying Report Form* (Appendix 3) should be completed, and the Deputy Head and the Head advised. These forms (both blank and completed) are kept with the Deputy Head.
- The incident should also be logged and recorded in the Anti-Bullying Log on SLT Teams
- 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 not telling the truth, 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 understand 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
- The alleged bully will be offered guidance on modifying her behaviour, together with any appropriate disciplinary sanctions. Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, exclusion from school, regular meetings with a member of staff to support with behaviour, 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. They should recognise that suitable support is needed both for children who are being bullied and for pupils who bully others, as well as dealing with appropriate disciplinary measure, along with any other pupils involved in this incident.
- 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.
- In very serious cases, and only after the Headteacher has been involved, it may be necessary to make a report to the Police or to the Social Services. However, it is the policy of Stormont School to attempt to resolve such issues internally under the school's own disciplinary procedures, unless the matter is of such gravity that a criminal prosecution is likely. In such cases, we would look to take advice from the Police or Social Services as to how to proceed.
- A bullying incident should be treated as a child protection concern when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm.

### 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.
- 'Worry Boxes' are distributed across the school
- Children have been taught about having a 'safe adult' who they feel comfortable disclosing bullying to
- The Childline telephone number to be displayed clearly around the school.

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



## 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 Online Safety 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

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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.

**Cyber Bullying – see online safety 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

**BULLYING REPORT FORM**

Date:	Reported by:
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Name of "Target":
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Name/s of alleged perpetrator:
Name/s of alleged perpetrator:
Name/s of alleged perpetrator:

Time	Place	Type of behaviour
Before school	Class	
Morning Lessons	Locker room	
Break	Corridor	
Lunch Break	Dining Room	
Afternoon Lessons	Playground	
After School	Sports Hall	
	Art Room	
	ICT Suite	
	Music Studio	

Discussion with "Target"

Discussion with Perpetrator(s)

Outcome

Signed: \_\_\_\_\_ (member of staff)

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

## The key roles involved in bullying



When dealing with bullying incidents with the children and young people you work with, can you see the roles?

**Key point to remember:** Roles are continuously shifting from minute to minute in school, especially in schools where there is a problem with bullying. A person can be a 'ringleader' at a given time then become an 'outsider' or 'target' very quickly as people come into and out of the group dynamic.



Free CPD Online- <https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>

Classroom

Resources- <https://www.mentallyhealthyschools.org.uk/media/1901/anti-bullying-toolkit.pdf>

Teaching Anti-Bullying through Literacy- <https://www.literacyshed.com/anti-bullying-shed.html>

Videos- <https://www.bbc.co.uk/bitesize/topics/zbxxsbk/resources/1>

## Restorative response

**Make sure the children are calm enough to respond to questioning.**



Depending on how upset the children are, this could take around 1.5 hours! This is because, as humans, our brains are 'wired' to focus on our flight/fight response when we experience intense negative emotions like anger, embarrassment, fear ... and it takes time for our brain to realise that we aren't under threat and to calm down!

When we have calmed down, we can access our 'thinking' brain and respond fully to the line of restorative enquiry.

Bring the children together to respond, in turn and equally, to the restorative line of enquiry:

