ANTI-BULLYING POLICY

Formally adopted by the Governing Body of Sheringham Community Primary & Nursery School	
On	26th November 2020
Chair of Governors	*J Steward*
Head Teacher	*R Carter*
Last updated	26th November 2020
Review	26th November 2021

Be all that you can be...

Contents

Principles and values:

As a school we take bullying and its impact seriously. Children and their parents should be assured that known incidents of bullying will be responded to. Bullying in any form will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Our aim is to make our understanding of what bullying is and the ways in which we tackle bullying explicitly clear so as to ensure a uniform approach and strong partnership between school and home in order to protect and support our children, ensuring their time with us is happy, safe and supported.

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- Keeping Children Safe in Education
- Working Together to Safeguard Children

As a school community, we take the safety and well being of all children and adults in our care very seriously and endeavour to make both staff and children aware of how to keep themselves safe, what to do if they are concerned about their own or another person's safety and the importance of sharing concerns quickly and with whom, following agreed school procedures.

Objectives of this Policy:

- All governors, staff, pupils and parents should have an understanding of what bullying is.
- All governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, **repeated** over a **sustained** period of time, that **deliberately** hurts another individual or group either physically or emotionally and where there is an **imbalance of power** of one person or persons over another. Bullying involves dominance of one person by another, or a group of others.
In other words, bullying at Sheringham Community Primary School is considered to be,

" unacceptable behaviour which occurs 'lots of times, on purpose'."

Bullying can be short term or continuous over long periods of time.

What bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, 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.

Forms of bullying:

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

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
    - Bullying related to race, religion, faith and belief and for those without faith
    - Bullying related to ethnicity, nationality or culture
    - Bullying related to Special Educational Needs or Disability (SEND)
    - Bullying related to sexual orientation (homophobic/biphobic bullying)
    - Gender based bullying, including transphobic bullying
    - Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Cyberbullying:

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing possible witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- In more serious circumstances the police should be contacted if it is thought a criminal offence has been committed. Bullying and cyberbullying are not specifically criminal offences. However, there are criminal and civil laws that can be used to prosecute the perpetrators of cyberbullying. For example, under the Malicious Communications Act 1988, it is an offence to send a communication with the intention of causing distress or anxiety; and under section 127 of the Communications Act 2003 it an offence to send an electronic message that is grossly offensive or of an indecent, obscene or menacing character. The Protection from Harassment Act 1997 covers threatening behaviour or harassment, including online and offline stalking.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia or transphobia.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and online. It can take place in group activities and between families in the local community.

Bullying is recognised by the school as being a form of peer on peer abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Perpetrators and Victims:

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them, or they may be afraid to speak out.

Staff must also be aware of those children who may be vulnerable; those from difficult family circumstances, or those responding to emotional problems, behavioural problems or mental health issues may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Signs and Symptoms For Parents and Staff:

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
- changes their usual routine or behaviour
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to run away
- cries themselves to sleep at night or has unusual nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- has possessions which are damaged or "go missing"
- asks for money, frequently loses money or starts stealing money
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes suddenly aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened or refuses to say what's wrong
- is afraid to use the internet or mobile phone and appears jumpy when a message is received
- lack of eye contact
- becoming short tempered
- change in attitude towards people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Governors:

If governors hear accounts of any suspected bullying or see something which concerns them, they should report this directly to the Head teacher at the earliest opportunity. The Headteacher will then decide the necessary course of action. If they are unable to contact the Headteacher, they should instead contact the Chair of Governors and pass on their concerns.

Supporting pupils:

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.

- Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support; this may include: working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Children Social Work Service, or support through the Children and Young People's Mental Health Service (CAMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Children Social Work Service, or the Children and Young People's Mental Health Service (CAMHS).

Supporting adults:

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Accusations of bullying made against the HT should be addressed with the Chair of Governors.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.

- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern (or Chair of Governors if the perpetrator is the Headteacher).
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Outcomes:

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff or DSL. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to explain in their own words what has happened and their perception of the harm which has been caused. They may be asked to listen to the victim's view of the situation and the effects the behaviour has had. We would expect them to genuinely apologise (as appropriate to the child's age and level of understanding) and change their behaviour immediately.

Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour for Learning Policy). Wherever possible, the pupils will be reconciled.

In some cases, other agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg our nurture team, play therapist or therapeutic play worker and, occasionally, the police.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to change their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered in consultation with parents and the SENDCo.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place. Regular check-ins with the class teacher, child and their parents will take place. The Safeguarding Governor will be informed of any incidents recorded in the log along with sanctions and reconciliation.

Prevention:

At Sheringham Community Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and SEAL themes lessons, SMSC Curriculum, the whole school Sex and Relationships Education program, Peer Pals scheme, PCSO and NSPCC talks, Friendship bench and E-Safety lessons.

Children are also consulted through in-school pupil questionnaires, termly Child's Voice feedback sessions, the results of any thoughts shared are promptly responded to via the School Council. All staff and volunteers receive E-safety and Prevent training as part of their annual Safeguarding training and are clear in what steps they should take of they have any concerns regarding a child or adult.

The ethos and working philosophy of Sheringham Community Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Kind/polite behaviour is regularly acknowledged and rewarded. Responsible is one of our school 5 R's of good learning behaviour. Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence in children to report any incidents and concerns about other children's behaviour. Staff will reinforce expectations of behaviour as a regular theme in line with our SEAL curriculum and promotion of our 5R's.

Staff will follow the equality policy; supporting every child in our school. We celebrate difference and diversity and our children are extremely mature in their understanding and empathy towards those who they perceive as different from themselves.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other. Staff training in safeguarding, prevent, e-safety and PSHE will be used to raise the issue of bullying and it's effects and ensure that it is always on the school agenda and given importance and that strategies and procedures are clear and consistent. Children are involved in the prevention of bullying as and when appropriate, e.g.

- writing a set of class rules
- writing stories or poems or drawing pictures about bullying

- being confident in using the STAR step cards to resolve conflict at the earliest stage
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- listening to stories and meeting those who are different to them to foster respect, tolerance and understanding.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow, using our Give Me 5 approach.

- Tell a friend
- Tell your School Council rep or Peer Pal
- Tell a teacher or any adult in school whom you feel you can trust
- Go to the Friendship bench
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your circle time
- Ring Childline or the NSPCC and follow the advice given

Recording of Bullying Incidents:

When an incident of bullying has taken place, staff must be prepared to record and report each incident quickly and impartially. Reports must be discussed with the Headteacher as soon as possible. General incidences of bullying and poor behaviour should be recorded in the Behaviour Log on Pupil Asset MIS, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded in the bullying log and will be reported to governors.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.
If appropriate, the incident will be shared with the DSL, nature lead and Safeguarding governor. A detention after school or during lunchtime may be given, depending on age, as deliberate harm has been caused to another child. Where the child has known SEND or emotional difficulties, a sanction will be agreed in consultation with parents and the SEND Co.

Our community:

As a community school we pride ourselves on our good relationships with our local residents and businesses. If concerns are reported to us, staff will first speak to the child or children involved and explain the concerns raised. Depending on the outcome of the discussion and nature of the concerns, the representative of the community will be invited into school, along with the child's parents to discuss the issue and work towards a positive solution. If necessary, the police may be used to

provide additional support and advice. A check in with the child, their family and the resident or business will happen shortly after the event to ensure all is resolved and no further incidences have occurred.

If incidents of bullying are reported to have occurred outside of school time or off school grounds, we will still offer as much support as possible. We will inform the children and their parents of our concerns, speak to relevant staff to see whether this may be something which has stemmed from school or been brought into school. We will offer the use of school staff and premises as a means of supporting parents and children to resolve the issues and continue to monitor this carefully in school.

Advice to Parents:

As the parent of a child whom you suspect is being bullied

1. Report bullying concerns to the class teacher,
2. Speak to the Head teacher and raise concerns.
3. In cases of serious bullying, the incidents will be recorded by staff and shared with Governors.
4. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. Support and nurturing will be offered to help the child using unacceptable behaviour and to the victim.

In cases where bullying is affecting school attendance, a plan will be drawn up in consultation with parents, the child and our attendance lead. This will be appropriate and positive in ensuring the child feels properly supported on their return to school and the plan will be shared confidentially with relevant staff. Where our school is deemed to be unable to meet a child's needs, the Head teachers and SENDCo will liaise with Norfolk County Council to arrange a more suitable school placement.

Parents/Carers should NOT:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back., it will send out the wrong message about how we deal with bullying and undermine the work we do at school.

Both of these will only make the problem much harder for us to solve.

Useful links and supporting organisations:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
- www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- DfE 'Cyberbullying: advice for headteachers and school staff':
- www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
- www.gov.uk/government/publications/preventing-and-tackling-bullying

Race, religion and nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBT
- Barnardo's LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying
- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying

Please see our E-safety, Safeguarding and Nurture policies for more details about how we keep children safe from inappropriate behaviour.

Head teacher: Mrs R Carter
Designated Lead for Safeguarding: Mr J Amies
Governor for Safeguarding, including behaviour: Mrs K de Ferrer
SENDCo: Mrs J Tweedale
Nurture Lead: Mrs A Sadler.