

GREAT SANKEY PRIMARY SCHOOL



Anti-Bullying Policy

Version	Date	Action
1	September 2019	New Document adopted by Full Governing Body
2	September 2020	Updated and ratified for Sept 2020
3	September 2021	Updated to include KCSIE 2021 updates linked to peer on peer abuse. Ratified for September 2021.
4	September 2022	Updated to include KCSIE 2022 updates around child on child abuse



'Together We Learn and Grow'

This policy describes Great Sankey Primary's interpretation of bullying behaviour and sets out the expectations we have of our children and the methods we use to modify behaviour if children are considered to be a bully. The vast majority of the children at our school conduct themselves exceptionally well and are well mannered and well behaved. Occasionally there are times when some children's behaviour can be described as bullying. Our aim is to always reward good, positive behaviour and to show zero tolerance of bullying as is defined in this policy. We stress however that in each case of bullying it is the behaviour and not the child that meets with our disapproval.

Rationale

We strive to create a culture based on our core values, these include respect, kindness and honesty. Children must feel safe and respected if they are to flourish and learn effectively. Since we are a school that sets very high standards for all our children, it is important that we create an atmosphere for all in which bullying cannot thrive and in which no child has to suffer from harassment of any kind. Because bullying happens in all societies, at all levels, it is vital that we make our children knowledgeable about bullying and teach them strategies that enable them to stand up for themselves without resorting to retaliation in any form. Bullying is often in the news and is a form of real anxiety for many parents and carers. It is therefore important that we inform families fully about our approach to dealing with bullying, so that parents and carers are able to distinguish between what is bullying and what is not. Children in our school are encouraged to understand and recognise the signs of bullying and to always tell someone. **We are a 'telling' school.**

A child's version of this policy is shared with the children and is available and displayed across the school.

Objectives of this Policy:

- Bullying of any form will not be tolerated at GSP.
- As a school we take all forms of bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.
- All Governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is.
- All Governors, teaching and non-teaching staff should be aware of the school policy on bullying and follow it when any bullying is reported.
- All children and parents should know what the school policy is on bullying and what they should do if any bullying arises.

Definition of bullying

Bullying can take many forms and could include name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital services (cyberbullying) such as sending of inappropriate messages by phone, text, Instant Messenger, through websites and social media sites and apps and sending offensive or degrading images by mobile phone or via the internet.

Bullying is often motivated by prejudice against particular groups, for example on grounds

of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The staff and governors at Great Sankey Primary School accept the definition of bullying as:

Physical	Pushing, kicking, hitting, pinching and other forms of violence or threats.
Verbal	Name-calling, sarcasm, spreading rumours, persistent teasing.
Emotional	Excluding, tormenting, ridicule, humiliation, taking, hiding or damaging other people's property.
Racist	Racial taunts, graffiti, gestures.
Sexual	Unwanted physical contact or abusive comments.
Homophobic	Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology such as calling people 'gay' as a malicious or negative name calling.
Transphobic	Bullying on the basis of gender identify. This includes failing to accept that a child identifies with a gender other than that with which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the school.
Biphobic	Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase.

Bullying is when these behaviours above are repeatedly inflicted upon a child. We use the acronym STOP (Several Times on Purpose) to help identify bullying behaviour.

Stopping violence and ensuring immediate physical safety is our first priority but emotional bullying can be more damaging than physical.

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Schools have wider search powers included in the Education Act 2011 to give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti social behaviour coordinator in their local authority of the action taken against a child. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Awareness of Bullying

Research shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups

is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary schools, three-quarters of all pupils who are bullied are bullied during break or lunchtimes. The small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

Children with special educational needs are much more likely to be bullied than other pupils. This is especially so for pupils with moderate or mild learning difficulties.

It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.

The Effects of Bullying

Staff must be aware that if bullying is left unchallenged, other children can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal; this must not be allowed to happen at GSP.

Staff should carefully monitor the symptoms of bullying outlined below. If they think behaviour is related in any way to bullying discuss the issue with a member of the Senior Leadership Team.

Bullying can affect pupils in a number of ways:

They may complain that their possessions are being stolen. When pupils are bullied their lives are made miserable. They may suffer injury; they may be unhappy about coming to school. Over time they may lose self-confidence and self-esteem, they may blame themselves for inviting bullying behaviour. Bullying can affect the pupil's concentration and learning. Some pupils experience stress-related illness, stomach aches, headaches, nightmares or anxiety attacks.

There are a variety of different theories on how we should tackle reported incidents of bullying. The particular ones we have chosen are a combination of circle time, peer group programmes and 'telling schools'.

Action to Prevent and Deal with Incidents of Bullying

We educate our children about the issues surrounding bullying as we hope to prevent incidents of bullying at GSP. We aim to do this through the PSHE curriculum, anti-bullying assemblies, national anti-bullying theme week, bullying surveys, whole school script to deter the use of homophobic language, a child-friendly version of the anti-bullying policy, play leaders, the Wise Up awards, school values and our own children's safeguarding team.

All staff must always listen to children and act upon any statements, disclosures or complaints they make.

We encourage the children to report all incidents to a member of staff they trust. Every reported incident will be treated seriously and investigated accordingly. This will also be reported on our CPOMS system. We encourage the children to also tell their parents, who in turn can tell us about it.

Procedure for dealing with complaints of bullying

It is expected that parents and carers who choose to send their children to GSP will fully support and cooperate with staff in maintaining high standards of work and behaviour. We actively discourage parents from dealing with reported incidents of bullying themselves. Any alleged incident should always be reported to the child's class teacher or a member of staff who will pass it on to the Senior Leadership Team (SLT) as necessary for investigation or report directly to a member of the SLT. Action will be taken as a result of the investigation and open cases are monitored closely until we feel that the incident has been fully resolved. All staff are also made aware of any actual / potential cases so that they can be vigilant.

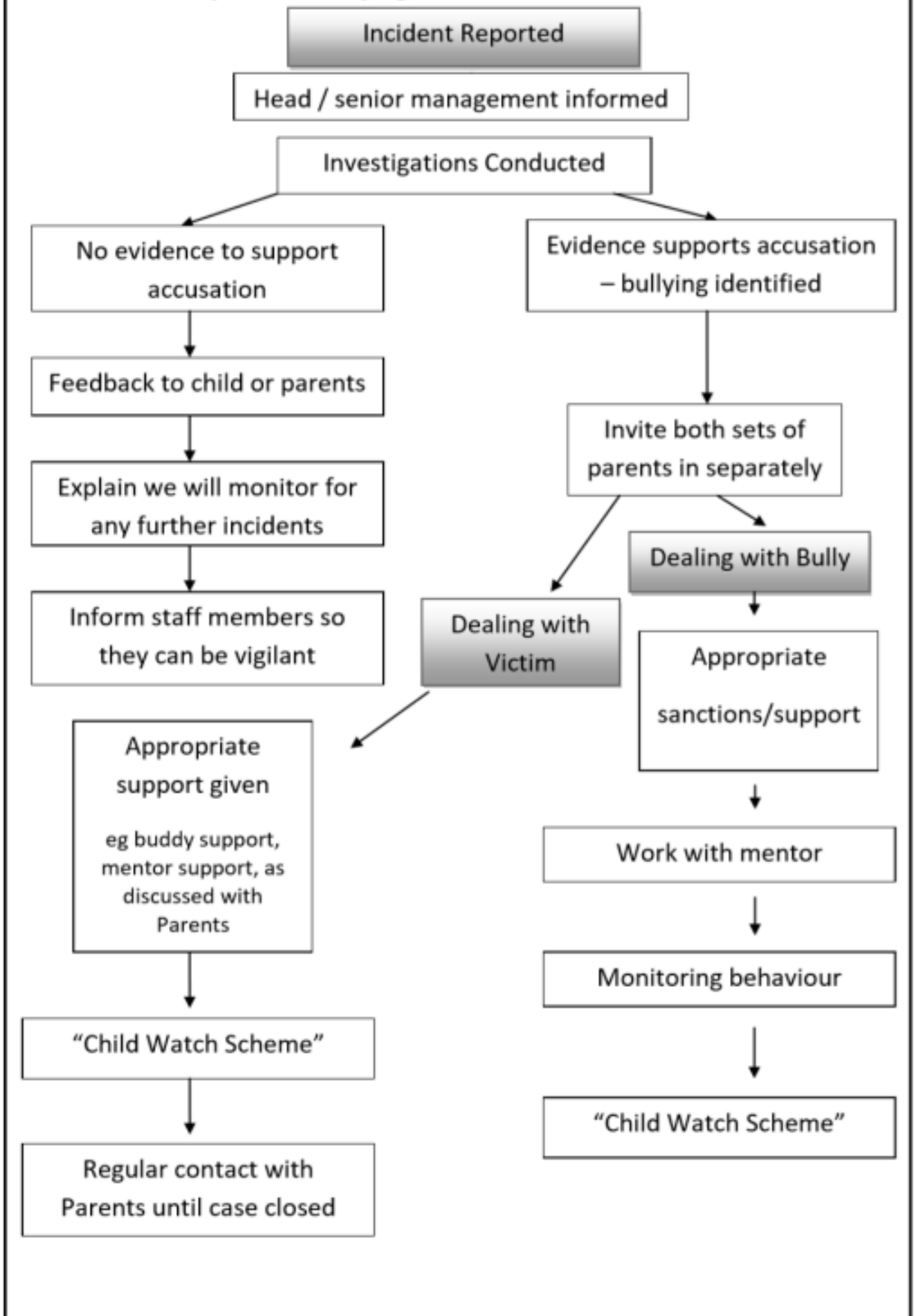
Parents will always be kept informed at all stages of the process. In addition to this, we have a member of staff who acts as a pastoral support and mentor for our more vulnerable children.

This policy is linked to:

- *Positive Behaviour policy*
- *Safeguarding policy*
- *E-Safety policy*
- *Child Protection policy*

This policy will be reviewed annually in conjunction with the children's safeguarding team, staff and governors of GSP.

The School's Response to Bullying Flowchart.



Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014:
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”:
<https://www.gov.uk/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- 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

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkyouknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- 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
- Show Racism the Red Card: www.srtc.org/educational

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of incident will be recorded using CPOMS where the Headteacher and other members of the SLT will be notified of the incident.
- The Headteacher/designated lead will interview all concerned and will record the outcomes.
- Teachers/relevant staff will be kept informed.
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user.
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the school behaviour and discipline policy.
- Parents/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned. • If necessary and appropriate, the police or other local services will be consulted.

Supporting Children

Children who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher 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.
- Reassuring the children and providing continuous support.
- Restoring the self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Children who have bullied will be helped by:

- Discussing what happened and establishing the concern and need to change. • Informing parents/carers to help change the attitude and behaviour of the child. • Providing appropriate education and support
- If online, requesting content to be removed and reporting account/content to

service provider

- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges, fixed-term and permanent exclusions.
- Speaking with police or local services.

Supporting Adults

Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff/headteacher
- Being advised 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 outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the schools official procedures for complaints and concerns. • If online, requesting content be removed and reporting account/content to service provider.
- Instigating disciplinary, civil or legal action.

Child on Child Abuse:

Please note that this is linked directly to our Safeguarding policy and procedures and links to the list of behaviours that count as child on child abuse in the **Keeping Children Safe in Education (KCSIE) 2022** document. Children can abuse other children. This is generally referred to as child on child abuse. Child on child abuse can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

All staff are trained to recognise that children are capable of abusing their peers and all incidents should be recorded appropriately- as child on child abuse- not just a behaviour incident.

The school has a number of procedures in place to minimise the risk of child on child abuse and any allegations made by pupils, parents or carers are taken very seriously, will be investigated and deal with accordingly. The risk assessment will inform whether the school needs to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

We recognise that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up.” The school’s response will be

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Any sexually inappropriate behavior will not be tolerated, and ALL pupils involved will be supported and listened to. The alleged perpetrator(s) will be offered support so that they can change their behaviour.

We recognise the gendered nature of child on child abuse, but understand that all child on child abuse is unacceptable and will be taken seriously; and acknowledge the different forms peer on peer abuse can take, such as:

- Sexual violence and sexual harassment
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Sexting: (The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools and colleges); and
- Initiating/hazing type violence and rituals.

Staff will follow the sanction guidance however, different sanctions will be appropriate for different ‘levels’ of sexual harassment and sexist comments. Context will impact how each incident is handled including consideration of:

- The age and developmental stage of the alleged perpetrator(s) •
The nature and frequency of the alleged incident(s)
- Balancing the sanction alongside education and safeguarding support
(*Guidance will be taken from KCSIE 2022*)

Consequences will happen after all incidents and appropriate sanctions will be actioned. The response to each incident will be proportionate and will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). The voice and views of the victim(s) will help to inform any response.

We are committed to creating a culture and ethos of respect, tolerance, acceptance and diversity to make it easier for pupils to call out and report incidents.

Child Friendly Anti-Bullying Policy

What is bullying?

Bullying is when someone is being hurt by words or actions on purpose, more than once, feels frightened, worried, bad or upset and has a difficult time stopping it happening to them.

Emotional: Hurting people's feelings, leaving you out.

Physical: Punching, kicking, spitting, hitting, pushing.

Verbal: Being teased, name-calling.

Written: Letters, notes, graffiti.

Cyber: Saying unkind things by text, email and on the internet.

Homophobic: Verbal, physical or emotional bullying of someone who may be gay, lesbian or bisexual.

Transphobic: Verbal, physical or emotional bullying of someone who may be trans – someone who feels the gender they are given as a baby doesn't match the gender they feel themselves to be.

Sexist: Bullying because of someone's gender, making them feel bad or not equal.

Who can I tell?

- Someone you trust
- A friend
- A buddy / play leader
- A family member
- Any adult in school (Headteacher, teacher, teaching assistant, midday assistant, any other adults)
- Trusted strangers (PCSO, police officers)
- NSPCC and Childline (08001111)
- The worry boxes

Most importantly, if you feel that you are being bullied...

Start Telling Other People

What should I do if I am being bullied?

DO:

- Ask them to STOP if you can
- Use eye contact and tell them to go away
- Ignore them
- Walk away
- Get help
- **TELL SOMEONE**

DON'T:

- Do what they say
- Get angry or look upset
- Retaliate
- Think it's your fault
- Hide it



What should I do if I see someone else being bullied?

- Don't walk away and ignore the bullying
- Ask the person to stop if it is safe to do so
- Don't stay silent or the bullying will keep happening



Several Times On Purpose

Start Telling Other People



Everyone at Great Sankey Primary is part of a team. Teams work together to look after one another. Our school is a safe, happy place and it is everyone's responsibility to help each other. We will always treat any bullying very seriously as it is unacceptable and not welcome in our school.

Great Sankey Primary School

'Together We Learn and Grow'