

Statement of intent

Measham CE Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying behaviour are dealt with, including the procedures to prevent occurrences of bullying behaviour.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying behaviour. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying behaviour amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying behaviour at the school. There is a zero-tolerance policy for bullying behaviour at our school.

Objectives of this Policy

- To promote the school's aims and values.
- To ensure that the whole school community understands what bullying behaviour is and what to do if bullying behaviour arises.
- To promote a positive and safe learning environment where bullying behaviour is not tolerated.
- To promote inclusion, tolerance, mutual respect and self-worth in order to meet the physical, emotional and mental health needs of all members of the school community.
- To raise the standards of behaviour and levels of achievement of all.

What is Bullying behaviour?

Bullying behaviour is behaviour by an individual or group, usually repeated over time, which intentionally hurts an individual or group, either physically or emotionally. Bullying behaviour is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying behaviour is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying behaviour is generally based on unequal power relations.

Forms of bullying behaviour may include:

Racist bullying behaviour: Bullying behaviour towards another person based on their ethnic background or skin colour. Racist bullying behaviour is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying behaviour: Bullying behaviour towards another person because of their actual or perceived sexual orientation.

Transphobic bullying behaviour: Bullying behaviour based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying behaviour: Bullying behaviour based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying behaviour may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying behaviour: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying behaviour: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying behaviour: Bullying behaviour based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying behaviour: Bullying behaviour that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying behaviour.

Socioeconomic bullying behaviour: Bullying behaviour based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

*Bullying behaviour is defined by the initials **STOP: Several Times On Purpose and Start Telling Other People**

Measham CE Primary School wishes to make clear that bullying behaviour is not simply poor behaviour and we will differentiate between the two. For example, a child who is aggressive towards a variety of different children, on separate occasions would not be deemed a 'bully'. Their behaviour would be challenged and dealt with under the 'Behaviour Policy'.

Bullying behaviour of school staff is addressed in the staff handbook.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying behaviour data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying behaviour, are being implemented effectively.

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The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying behaviour incidents in previous years to improve procedures.
- Analysing the data in the bullying behaviour record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Corresponding and meeting with parents where necessary.

Deputy Headteacher is responsible for:

- Keeping a record of all reported incidents, including which type of bullying behaviour has occurred, to allow for proper analysis of the data collected. (Records are kept on the schools CPOMS system)
- Providing a point of contact for pupils and parents when more serious bullying behaviour incidents occur.

Class Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying behaviour.
- Providing follow-up support after bullying behaviour incidents.
- Being alert to possible bullying behaviour situations, particularly exclusion from friendship groups, and informing the pupil's class teacher of such observations.
- Refraining from stereotyping when dealing with bullying behaviour.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying behaviour.
- Reporting any instances of bullying behaviour once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's teacher if they have any concerns that their child is the victim of bullying behaviour or involving in bullying behaviour in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying behaviour or are a victim of bullying behaviour.
- Not making counter-threats if they are victims of bullying behaviour.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying behaviour and informing a member of staff should they fall victim to cyberbullying behaviour.

Bullying behaviour can be:

- **Psychological:** being unfriendly, excluding, tormenting, intimidation, unkindness linked to SEND, appearance or health conditions or related home circumstances.
- **Physical:** jostling, pushing, kicking, hitting, punching or any use of violence, theft, extortion, damaging someone's property, unwanted physical contact.
- **Verbal:** name-calling, sarcasm, spreading rumours, teasing, etc, sexually abusive comments.

- **Cyber/ technology:** All areas of internet, such as misuse of email, social media, chat rooms. Telephone threats or hoaxes, inappropriate text messaging or use of camera & video facilities.

Signs of bullying behaviour

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying behaviour:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Persistently arriving late at school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Sudden outbursts not in common with the child's normal behaviour
- The child wanting to remain with adults
- Becoming short tempered
- Change in behaviour and attitude at home
- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation

Although the signs outlined above may not be due to bullying behaviour, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress

If staff become aware of any factors that could lead to bullying behaviours, they will notify the DSL, who will investigate the matter and monitor the situation.

Why is it Important to Respond to Bullying behaviour?

Bullying behaviour hurts. No one deserves to be a target of bullying behaviour. Everybody has the right to be treated with respect. Pupils who are demonstrating bullying behaviour need to learn different ways of behaving or reacting – they may have issues in their own lives which cause them to 'lash out'. Schools have a responsibility to respond promptly and effectively to issues of bullying behaviour. Research demonstrates that targets of bullying behaviour can have deteriorating levels of attainment/attendance as a direct result of bullying behaviour.

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The school will take full account of what the target says and also the perceptions of those who have witnessed the incident reported or are aware of the circumstances. This means that if any person feels that an incident is motivated by bullying behaviour then it should be recorded as such and all incidents should be properly investigated.

Peer on Peer Abuse

As per our Child Protection and Safeguarding Policy, Measham CE Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could, for example, include sexual assaults, initiation/hazing type violence, all forms of bullying behaviour, aggravated sexting and physical violence experienced by both boys and girls. The school and its staff will take all possible actions to ensure peer on peer abuse cannot go unnoticed through discussion at age-appropriate level, education activities such as ‘Warning Zone’, opportunities for disclosure etc.

Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

Any incidents or suspected incidents of peer on peer abuse should be recorded in CPOMS.

Our proactive strategies

We will use a variety of methods for helping children to deal with and prevent bullying behaviour as and when they are appropriate. These will include:

- Measham CE Primary School will clearly communicate a whole-school commitment to addressing bullying behaviour in the form of a written statement which will be regularly promoted across the whole school.
- All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying behaviour.
- Promotion of an emotionally open atmosphere. Staff will encourage pupil co-operation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and ELSA groups.
- Encouraging children to tell a member of staff and/or their parents if they are being bullied or if they see someone else being bullied.
- Opportunities to share feelings and have discussions about bullying behaviour and why it matters, e.g. through lessons which focus on emotions, relationships, social situations etc (RHE, PSHE lessons). Through the teaching of character, consistently promote fairness, kindness, honesty and respect.
- Having approachable staff in school who will listen to parents’ concerns and worries about particular behaviour, believe children who come to them with concerns about bullying behaviour and act on what they are told.
- Providing worry boxes around school so that children can report concerns without fear of peer awareness.
- Taking every opportunity to promote initiatives such as anti-bullying behaviour week, anti-bullying behaviour theatre productions and external speakers.

- Use of information from pupil and parent questionnaires.
- Continuing to promote staff development and understanding on the identification, prevention and management of bullying behaviour.
- Providing spacious, well-supervised playground areas at lunchtimes with seating, quieter areas and a variety of games and activities for children to do.

Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying behaviour vision. Staff will treat reports of bullying behaviour seriously and will not ignore signs of suspected bullying behaviour. Staff will act immediately when they become aware of a bullying behaviour incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect pupils' privacy, and information about specific instances of bullying behaviour is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to both the target of bullying behaviour and perpetrator in the months following an incident to ensure all bullying behaviour has stopped.

Reporting and responding to Bullying behaviour

1. All pupils, parents, members of staff and volunteers must report allegations of bullying behaviour, including cyber-bullying behaviour issues, to a member of the teaching staff. Pupils are encouraged to talk to their parents who can champion their concerns. Any bystander who witnesses an incident of bullying behaviour will be encouraged to tell an adult in school (or their parents) so that the bullying behaviour can be out in the open.
2. The teacher receiving the allegation will be responsible for investigating initial allegations of bullying behaviour, using CPOMS to record the allegation/incident and alerting the Senior Leadership team (Headteacher, Deputy Headteacher and Assistant Headteacher).
3. The child making the allegation must be spoken to at length, obtaining witnesses if possible. Teachers will use patience and understanding during this discussion and record what is said by the child. They must be praised for coming forward to tell.
4. If the child who made the allegation above is not the target, the target must also be spoken to with patience and understanding and again, everything that is said must be recorded.
5. The perpetrator must be spoken to using details and facts. They must be asked to tell the truth and if they do not own up, further investigations must take place.
6. If the allegations are founded, it will be made clear to the perpetrator/s that bullying behaviour is not tolerated at Measham CE Primary School. Parents will be informed. Opportunities will be given to resolve the situation between the children involved and appropriate sanctions will be put into place in line with the school's behaviour policy.
7. Incidents of bullying behaviour are reported to the Governors on a termly basis through the Headteacher's Report.
8. If necessary, and appropriate, police and outside support agencies will be consulted.

We aim to include the following in our response:

- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peers
- LSA Mentor Support
- ELSA Support
- Social Skills groups

Circle of friends

A small number of pupils volunteer to form a circle of friends for a vulnerable pupil to help improve the pupil's level of inclusion and acceptance and to increase insight into his or her feelings and behaviour.

Support Groups

The support group for a bullied pupil includes those involved in the bullying behaviour. The aim is to get the perpetrator to identify with the target and then to help resolve the problem. Mediation by members of staff can help establish ground rules between pupils who are being bullied and the pupils who are doing the bullying behaviour to help them co-exist in school.

LSA Mentor Support/ELSA Support

This can cover:

- Making assertive statements
- Resisting manipulation and threats
- Dealing with name calling
- Staying calm in difficult situations
- Getting help from onlookers
- Boosting self esteem

Outcomes

1. Measures will be put in place to support the target of bullying behaviour.

The target of bullying behaviour needs to feel safe. They will be listened to and assured that all adults in school will work to support them. If possible, meetings with the perpetrator and the target of bullying behaviour will be arranged with supervised discussions to achieve some reconciliation. Monitoring of any issues will continue. If required buddying/social groups or mentoring can be organised to support the target of bullying behaviour.

2. Measures will be put in place to support the perpetrator.

The perpetrator/s will be asked to genuinely apologise and will be spoken to at length about their behaviour and why it is unacceptable at Measham CE Primary School. Other consequences may include:

- Withdrawal from activities
- Loss of playtimes

- Suspension during lunch

As the behaviour of the perpetrator improves, previous sanctions can be removed and the child should be praised for a change in behaviour. Working with an appropriate adult in school may help to identify the cause of the bullying behaviour. Measures will be put in place to try and prevent the bullying behaviour taking place and to help the perpetrator/s change their behaviour. These measures may involve monitoring of the target of bullying behaviour and the perpetrator/s for a period of time, social groups for the target of bullying behaviour and the perpetrator/s if needed, behaviour targets for the perpetrator/s and any other specific measures required by individual situations.

3. In serious cases, fixed term suspension or permanent exclusion will be considered.

The role of parents

Parents/carers are crucial to supporting the schools Anti-Bullying Behaviour Policy. When, after discussion, we confirm a child has been demonstrating bullying behaviour we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying behaviour is wrong and makes others unhappy.
- Show the child how to join in with others without bullying behaviour.
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying behaviour.
- Talk to the child regularly about how things are going at school.
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

From this, sanctions and outline plans will be agreed. We will follow up the child's behaviour and further bullying behaviour will result in fixed term suspension or permanent exclusion.

Cyberbullying behaviour

Cyberbullying behaviour can take many forms and can go even further than face-to-face bullying behaviour by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying behaviour can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying behaviour emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook, Instagram or Snapchat

The above list is not exhaustive, and cyberbullying behaviour may take other forms.

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The school has a zero-tolerance approach to cyberbullying behaviour. The school views cyberbullying behaviour with the same severity as any other form of bullying behaviour and will follow the sanctions set out in this policy if they become aware of any incidents.

All members of staff will receive training on an annual basis on the signs of cyberbullying behaviour, in order to identify pupils who may be experiencing issues and intervene effectively.

Many of the signs of cyberbullying behaviour will be similar to those found in the 'Signs of bullying behaviour' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Bullying behaviour outside of school

Staff will remain aware that bullying behaviour can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying behaviour that occurred outside school in line with the Child Protection and Safeguarding Policy and the Peer-on-peer Abuse advice.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying behaviour incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying behaviour outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying behaviour, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Reviewing the Policy

This policy will be shared with staff, parents, governors and pupils and reviewed by all stakeholders on a 2-year cycle or sooner should the need arise.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986



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- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying behaviour'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Relationships and Health Education Policy
- Exclusion Policy

HELP ORGANISATIONS

Advisory Centre for Education (ACE) www.ace-ed.org.uk

Children's Legal Centre 0808 802 0008

KIDSCAPE (Parents Helpline) 0845 120 5204, helpline@kidscape.org.uk

Family Lives 0808 800 2222

Youth Access 020 8772 9900

Bullying behaviour Online www.bullyingbehaviour.co.uk

You can visit the Kidscape website www.kidscape.org.uk for further support, links and advice.