

NINE ACRES COMMUNITY PRIMARY SCHOOL

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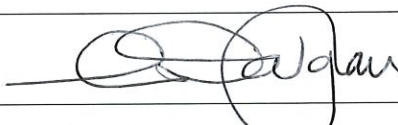
Headteacher: Mrs E. Dyer BA Hons QTS, NPQH

We are **Articulate** We are **Passionate** We are **Persuasive** We are **Positively Influencing The World Around Us**

'Striving for Excellence'

Anti-bullying policy 2021-22

Nine Acres Primary School

Approved By:	
Approval Date:	13.01.2022.
Review Frequency:	Annually
Next Review Due:	January 2023



This policy should be read in conjunction with Nine Acres Child protection policy.

Principles and Values

All school staff have a responsibility to provide a safe environment in which children can learn. ***Keeping children safe in education – September 2021.***

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.

Bullying will not be tolerated. We 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.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching 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; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In other words, bullying at Nine Acres is considered to be, "unacceptable behaviour which occurs '**several times on purpose**'. " (**STOP**)

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

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic	Because of or focussing on the issue of sexuality

Direct or indirect Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat, Twitter or Facebook misuse Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, I-pad or games consoles.

Bullying may be related to:

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

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

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 or texts etc.

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.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or 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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money/lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received
- lack of eye contact
- becoming short tempered
- change in attitude to 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.

Outcomes

All known/reported incidents of bullying will be investigated by the class teacher or by a senior member of staff.

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 genuinely apologise (as appropriate to the child's age and level of understanding). 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 Policy). Wherever possible the pupils will be reconciled.

In some cases outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. eg police or external agencies like targeted youth support.

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 alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Pupil Incident Log (See appendix 1) and monitored to ensure repeated bullying does not take place.

Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Nine Acres, we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE lessons, SMSC Curriculum, the school Vision and Assembly Themes, Anti-Bullying week and continued focus.

The ethos and working philosophy of Nine Acres means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our vision and our learning expectations.

Staff to follow the equality policy supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin name calling or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about an 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.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- Taking part in weekly PSHE lessons that focus on social and emotional development.
- writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to as a class or assembly
- 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
- creating an item for the school website.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow:
(not hierarchical)

- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline 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.

In the case of racist bullying, this must be reported to the Head Teacher on the same day that it occurs.

General incidents of bullying should be recorded on an incident log sheet specific to cases of bullying (See [Appendix 1](#)). 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 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.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Gobs) at least termly.

Advice to Parents

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

- Report bullying incidents to the class teacher or family worker
- In cases of serious bullying, incidents will be recorded by staff and the Head Teacher notified
- In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
- If necessary and appropriate the police will be consulted
- Bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- An attempt will be made to help the child using unacceptable behaviour towards others to change their behaviour.

Do Not:

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.

Encourage your child to be 'a bully' back.

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

Visit the bullying online website www.kidscape.org.uk for further support, links and advice.

If Parents are Still Concerned

If as a parent you are still concerned about your child or are unhappy with the outcome from us, please refer to our school's complaints policy for further details or make an appointment to speak to the Head or Deputy Head Teacher.

Appendix 1 - Nine Acres Incident Log

- ☐ Distracting behaviours – Eg: Talking during learning time/attention seeking/fiddling
- ☐ Inappropriate Behaviour – Eg: Shouting out/throwing resources/wandering around the classroom
- ☐ Physical Aggression (towards Pupils) Eg: In class and out on the playground
- ☐ Physical aggression (towards staff)
- ☐ Swearing
- ☐ Verbal Abuse (towards Pupils)
- ☐ Verbal Abuse (towards staff)
- ☐ Failure to follow instructions
- ☐ Repeated defiance

Copy for:

Name	Class	Action Taken
SEN status: Pupil Premium: Yes/No		
Date: Where: Time: Incident:		Name of adult: Signed: Date: <input type="checkbox"/> R <input type="checkbox"/> FI
		Name of adult: Signed: Date: <input type="checkbox"/> R <input type="checkbox"/> FI
		Name of adult: Signed: Date: <input type="checkbox"/> R <input type="checkbox"/> FI

- ☐ Central behaviour file (Head Teachers office)
- ☐ Class teacher - There needs to be a class incident log kept for every class
- ☐ Recorded in SIMS (If regarded as severe)

Appendix 2 - Bullying/ Racist Incident Form

Please specify Ethnicity Groups: A - White, B - Mixed, C - Asian or Asian British, D - Black or Black British, E - Chinese or other ethnic group, F – White Irish Traveller or Gypsy/Roma

Bullying and Racist Incident Record Form (Alleged incident)							
School Name - Nine Acres Primary School							
Academic Year –		Date of Record –		Racist Incident -		Bullying Incident -	
Incident (Select the option which best fits the situation)							
Type of Incident (Select one option only)	Related to race, religion or culture	Related to special educational needs (SEN) or disabilities	Related to appearance or health conditions	Related to sexual orientation	Related to home circumstances (e.g. young carers, looked after children)	Related to gender or gender identity (sexist, sexual or transphobic)	Other (Please specify within summary of incident field)
Method							
Location of Incident -							
Date of Incident				Time of Incident -			
Summary of Incident	<u>Background Information: Nature of Incident:</u>						
	<u>Frequency and Duration of Behaviour:</u>						
To whom the incident was reported -							
Pupil Name/s - (involvement - Aggressor, Target, Witness, Participant, Bystander)			Gender - Ethnicity - Pupils description of incident -				
Pupil Name/s -			Gender - Ethnicity – Pupils description of incident				
Action - Name -			Action – Parents informed – Review Outcome of review				

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