



Snape Wood Primary and Nursery School

Excellence for All

‘We are a small school that makes a big difference’

‘To provide excellence for all within a happy, safe, and stimulating learning environment’

ANTI-BULLYING POLICY

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date:	Spring 2025

Our Intent

'Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential.'

(DFE Preventing and Tackling Bullying 2017)

At Snape Wood Primary School, we are committed to providing an environment where children feel safe and secure, where learning is fun and free from harassment and bullying. Bullying is anti-social behaviour that affects everyone. Any emotional distress inflicted on an individual caused by bullying is unacceptable and will not be tolerated at our school. In the event of any such cases of bullying, students will know that all incidents will be dealt with promptly and effectively.

School constantly re-enforces the slogan 'Say No! Go Tell!' – this encourages children to disclose any signs of unkindness or bullying.

Our aim to tackle bullying in all its forms is paramount and is underpinned by our 'zero' tolerance approach to bullying – the safety and welfare of all stakeholders of our community is at the forefront of our mission to ensure that Snape Wood Primary is a bully free school!

Snape Wood Primary is committed to ensuring that all children thrive in a safe and happy environment. Ensuring that our PRIDE values of Respect and Empathy are the key drivers, when dealing with any form of bullying.

Our aims and objectives of this policy

- That all staff, governors, pupils, parents, relatives and childcare providers should understand what bullying is.
- As a school, we take bullying very seriously. We do not tolerate any form of bullying at Snape Wood
- All pupils, staff and parent/carers should have trust and confidence that school will deal with any incidents of bullying swiftly and positively.
- To ensure that all staff, pupils governors understand that there are clear procedures for reporting bullying.
- To provide support for children, staff, parents and relatives to identify and solve problems for both the victim and the bully
- To promote a positive and caring ethos within the school environment, where children feel safe and are able have respect for themselves and others.

Defining what bullying is?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

(ANTI-BULLYING ALLIANCE - Definition of bullying)

Bullying can be defined as “*behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally*”. (DfE “Preventing and Tackling Bullying”, July 2017)

- Bullying can include, but is not limited to, 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 unacceptable behaviours expressed online, sometimes called online or cyberbullying.
- This can include, but is not limited to: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- 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.

Bullying is the use of aggression with the express intention (planned) of hurting another person either verbally, physically or emotionally, by intimidating or demeaning them. It is usually persistent, is often covert and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress on the part of the victim.

Forms of bullying

Forms of bullying can be any of the following repeated events:

Types of Bullying	Definition
Emotional	Emotional bullying, including socially isolating an individual or spreading rumours about them. Being unfriendly, excluding, tormenting
Physical	Physical bullying occurs when a person uses overt bodily acts to gain power over another person. Physical bullying can include, hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial (Racist)	Racist bullying when bullying is motivated by racial, ethnic or cultural prejudice. Offensive action against people because of their skin colour, cultural or religious background or ethnic origin. Racial taunts, graffiti, gestures including slang terms.
Sexual	Sexual bullying where someone makes unwanted physical contact or makes sexually abusive comments. Explicit sexual remarks, including slang terms, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Sexist/ Homophobic	<p>Sexist / /Homophobic/transgender bullying: Sexist, sexual and trans-phobic bullying occurs when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to normal gender roles. The root cause of sexist and sexual bullying is gender inequality.</p> <p>Sexist bullying occurs when bullying is motivated by a prejudice against someone because of their gender.</p> <p>Homophobic, biphobic and transphobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people and people who identify as transgender.</p>

Direct or indirect verbal	This is when a person uses language to gain power. Name-calling, sarcasm, spreading rumours, gossiping, teasing, mocking and making offensive personal comments.
Cyber-bullying	Cyber-bullying where technology is used to hurt someone and takes place online and is expressed via digital devices such as phones, social networking sites (Facebook, Instagram, Snap Chat etc), messaging apps, websites, instant messenger or gaming sites. <ul style="list-style-type: none"> • Threats and intimidation • Harassment and stalking • Exclusion – of individual from groups and sites • Identity theft, impersonation and unauthorised access • Public posting of personal or private information or images
Coercion	Coercion of others to bully either through threat or abuse of a person with a protected characteristic.
Disablist/SEND related bullying:	Disablist bullying occurs when bullying is motivated by a prejudice against people with any form of disability. Children with SEND may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying, which makes them particularly vulnerable.

Understanding the Bully, why does bullying occur?

To address the problem of bullying in schools it is essential to understand what drives an individual to become a bully.

There are a lot of reasons which may suggest why bullying takes place, the more common of reasons have been listed below:

- A way of being popular.
- Individual making themselves to appear tough and in charge.
- Attention seeking.
- To gain items which they do not possess themselves.
- Jealousy.
- To make people afraid of them.
- They are being bullied themselves.
- Low self-esteem.
- An inability to react with other peers.

Many young individuals bully without realising or understanding what they are doing and the effect it is having on their victim.

Recognising bullying in school - what are the signs?

It is usual for children who are being bullied to feel frightened and alone therefore finding it difficult to understand what is happening to them and why. These children are exceptionally good at hiding their feelings from teachers, parents and other adults therefore indicating that there is a problem through change in their behaviour. It is these possible signs; which adults should be aware of and investigated promptly.

Both teachers and parents should look for the following signs. If a child:

Some warning signs that a student is being bullied

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| <ul style="list-style-type: none"> • Is frightened of walking to or from school • Doesn't want to go on the school/public bus • Begs to be driven to school • Changes their usual routine • Is unwilling to go to school (school phobic) • Begins truanting • Becomes withdrawn anxious, or lacking in confidence • Starts stammering • Attempts or threatens suicide or runs away • Cries themselves to sleep at night or has regular nightmares • Regularly feeling sick or unwell, especially in the mornings • Changes in academic performance • Feigning illness | <ul style="list-style-type: none"> • Begins to do poorly in school work • Arrives/leaves school/home with clothes torn or books damaged • Has possessions which go 'missing' • Asks for money or steals money to give to bully • Has money for dinner etc... continually 'lost' • Has unexplained cuts and bruises • Comes to school/home starving (money/lunch stolen) • Becomes aggressive, disruptive or unreasonable • Is bullying other children or siblings • Stops eating (eating disorder) or loss of appetite • Is frightened to say what's wrong • Gives improbable excuses for any of the above |
|--|--|

These signs and behaviour are possible indicators of bullying they are not definite. Just because an individual shows signs of bullying does not mean they are being bullied it could indicate other problems, however bullying should always be considered a possibility and investigated according to policy.

Tackling Bullying in school

At our school, bullying is taken seriously and will not be tolerated. Victims are encouraged to report incidents and that these incidents are dealt with firmly. Whilst these are worthy intentions, which our school shares, we believe that they can only be applied effectively by spreading the message of understanding and respecting others

These are discussed in assembly and in PSHE/RSE (SCARF) lessons and are given the highest profile in the expectations of behaviour in school. Our PRIDE values of Respect and Empathy are underpinned by this policy. The children of this school know that they can approach any adult or older child in order to explain what is happening to them.

Implementation

How We Respond to Bullying

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the cause for concern.
- All cases of alleged bullying are to be reported to the Head teacher or Deputy Head.
- In any case of alleged bullying, either the class teacher or a senior member of staff will first establish the facts and build an accurate picture of events over time. This will be done through discussions with the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.
- If the allegation of bullying is upheld, the Head teacher (or senior leader) will seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of the bullying behaviours will not be acceptable.
- All bullying incidents will be recorded (CPOMS) and the parents/carers of both parties will be informed.
- If the situation does not improve, the Head teacher (or senior leader) will meet with the parents/carers of the bullying child/children and agree clear expectations and boundaries which would be shared with the pupils involved.

- Any further incidents will lead to intervention (e.g. through outside agencies), further monitoring, support and punitive actions/sanctions as deemed necessary.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support, which can include counselling (safe space to talk – or online KOOOTH for children above the age of 10 yrs. and 3 months)
- Restoring self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parent or guardians to help change the attitude of the pupil

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Isolation
- Exclusion from certain area of school premises
- Suspension and Exclusion policy will be used to reference any decisions regarding fixed term or perm exclusion – for ongoing persistent bullying incidents

Preventing Bullying

We aim to encourage children away from bullying through such initiatives as:

- **The RSHE/SCARF Scheme of work** which is taught explicitly from years N-6.
- **Whole school All Together against bullying week** (annually) which involves having conversations in the classroom as to what constitutes bullying and what happens as a consequence as soon as any incidents arise. Our children are all taught the meaning of ‘STOP’ (Several Times On Purpose – Start Telling Other People) during assemblies – but main focus is ensuring the children understand the school response to any form of bullying or unkindness is ‘Say No! Go Tell!’
- **Our newly introduced Wednesday (whole school) British Values Assembly themes based on ‘Picture News’** which raise awareness of bullying and also teaches other key values (such as ‘Caring’, ‘Tolerance’ and ‘Respect’ for others) to deter it.
- **The NSPCC ‘Speak out Stay Safe’ programme and Pantasaurus. This is delivered by teachers in classes**
- The DART Aware programme.
- **Positive displays** around school to promote friendship/collaboration and anti-bullying displays.
- **Clear school and classroom expectations** (rules and behaviour).
- **Class discussion** to prevent and in response to bullying incidents.
- **Reactive programmes** for vulnerable groups or groups involved in bullying e.g. emotion coaching.
- **Pupil buddies (volunteers)** who support children during playtimes and lunchtimes.
- **Continuous Professional Development** for all staff (teaching and non-teaching, middays to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents). This is to ensure that there is a consistent understanding of policies and procedures related to bullying.

The Role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body will not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur will be taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur termly through the Head teachers report to governors, and reviews the effectiveness of the school policy annually. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, it notifies the head teacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The Role of The Head Teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body on the effectiveness of the anti-bullying policy on request.

The head teacher, alongside all teaching staff ensure that all children know that bullying is wrong, and that bullying of any kind is unacceptable in the school. The head teacher draws the attention of children to this fact at appropriate moments. For example, if an incident occurs, he or she may decide to use assembly as a forum in which to illustrate why any behaviours are wrong, and what the consequences might be.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child might be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Anti-bullying advice to Parents/Carers

- **TALK** to your child on a regular basis, so any problem is easier to share.
- **LISTEN** to what your child has to say.
- **ENCOURAGE** your child to feel good about him or herself, realising that we are all different and equally important.

An increasing amount of bullying, particularly in older children, is CYBER-BULLYING. Please monitor your child's use of texting, gaming and social media sites. Access to these is out of the school's control when your child is not in school. Parental control on devices is advised. School is more than happy to provide technical support on request.

Review

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Impact

At Snape Wood, we have a 'zero- tolerance' approach to bullying of any kind. We want and expect:

- Pupils to behave with consistently high levels of respect for others. They should play an actively positive role in creating a school environment in which what we have in common is identified and celebrated, difference is valued and nurtured and bullying, harassment and violence are never tolerated.
- Pupils to work in partnership with staff to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils to deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- Our school's culture to actively promote all aspects of pupils' welfare. Pupils should feel safe at all times and understand how to keep themselves and others safe in different situations and settings and trust leaders to take rapid and appropriate action to resolve any concerns they have.

Links to legislation

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, 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 2003 section 127
- Public Order Act 1986

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-practice-schools

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-of-practice-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 Review Governing Body – Autumn 2022 Page 10

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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 o A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related/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.anti-bullyingalliance.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