Anti-Bullying Policy

Reviewed: September 2021

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Anti-Bullying Policy

Bullying can make the victims life a misery; it lowers their self–esteem and confidence as well as destroying their sense of safety and security. Bullying can have an effect on attendance and attainment, having a life-long negative impact on some young people's lives.

At Rivers Primary Academy we believe that everybody should live without the fear of bullying, that they deserve respect and have the right to work and learn in a safe environment.

Bullying is anti-social behaviour, is unacceptable and will not be tolerated at this school.

What is Bullying?

At Rivers Primary Academy we have agreed that:

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 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: 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.

Signs and Symptoms

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• becomes withdrawn anxious, or lacking in confidence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 stuttering/stammer

• 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

At Rivers Primary Academy we actively encourage the reporting of bullying because we believe that only when issues are addressed will everyone be able to benefit fully from the opportunities in school.

Types of Bullying

Bullying can happen between pupils, between pupils and adults, as well as between adults themselves. In all cases bullying at Rivers Primary Academy is unacceptable.

There are different types of bullying;

- Physical (including threats, intimidation and theft)

- Verbal (name calling, racism, homophobia)

- Indirect (spreading rumours, exclusion from social groups)

- Cyberbullying (use of ICT e.g. mobile phones, internet i.e. Facebook, Instagram, etc.)

As part of this policy we aim to be clear about what we believe bullying to be and so have defined even more explicitly the following terms:

Cyberbullying is the use of technology (mobile phones and the internet) to deliberately upset an individual. It can be in addition to face to face bullying, and involves the invasion of home and personal space.

In terms of cyberbullying the Education and Inspections Act 2006, includes legal powers that allow Headteachers to regulate the conduct of pupils off site and enables staff to impose disciplinary penalties for inappropriate behaviour. Schools are encouraged to contact the police if they believe threatening and menacing communications are happening.

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people. It can take the form of verbal or physical abuse or cyberbullying. In primary schools, bullies often use words without understanding what it means, knowing that it will cause hurt and upset. Homophobic bullying may also take the form of intimidating and ridiculing those who have gay parents/carers or family members.

Racist bullying refers to any hurtful behaviour, verbal, physical or indirect repeated overtime, that makes an individual feel unwelcome, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, community, national origin or national status.

Peer on Peer Abuse 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."

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Aims

Developing an anti-bullying philosophy and ethos at Rivers Primary Academy is a key priority. No forms of bullying will be tolerated and any incidents of bullying will always incur a disciplinary sanction.

The aims of the policy, therefore, are:

• To prevent, de-escalate and/or stop any continuation of harmful or hurtful behaviour by any group or individual towards any other individuals or groups.

• To deal with bullying incidents in a fair, proportionate and consistent manner.

• To safeguard the victim of bullying and to trigger sources of support.

• To apply disciplinary sanctions to the perpetrator(s) causing the bullying and ensure they learn from the experience and change their behaviour.

Preventative Strategies

As an effective school we will promote an open and honest anti-bullying ethos. In order to achieve this we will:

- Use curriculum opportunities (PHSE, RSE, Votes for schools Circle Time) to discuss issues around diversity and focus on anti-bullying messages.
- Use opportunities throughout the school year to raise awareness; Anti- Bullying Week, Assemblies
- Develop the work of the School Senate in terms of raising awareness for pupils and parents.
- Promote open and honest reporting of bullying incidents.
- Improve the school environment and school routines where possible to reduce 'opportunities', 'hotspots' and 'risk areas' for bullying.
- Development of the student leadership team.

Procedure for dealing with incidents

The following steps will be taken if bullying is suspected or reported:

• The incident will be dealt with immediately by the member of staff who has been approached or who suspects bullying maybe happening

• A clear account of the incident will be recorded on CPOMs and will be investigated by the Headteacher, DHT, AHT (behaviour lead) or a pastoral team member

- The Headteacher, DHT, AHT or member of pastoral team will interview all concerned and formally record the incident (on CPOMs)

- Class teachers will be kept informed and if the situation persists class teachers will advise appropriate colleagues

- Disciplinary measures will be used as appropriate and in consultation with all concerned

Those who have been bullied will be supported and:

- A bespoke timetable constructed by the Pastoral Team to support reintegrating the child and supporting needs.

- Offered an immediate opportunity to discuss the experience with a staff member

- Re-assured and to be offered continuous support (including peer-support if appropriate) to enable self-esteem and confidence restored

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

- Close work with the Pastoral Team, completing bespoke activities linked to identified needs

- Promoting Ready, Respectful and Safe at all times

- 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 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

- Train older children in becoming Mentors

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 Child line and follow the advice given

Those who have committed bullying will be helped by:

- 1:1 sessions with the Pastoral Team

- discussing what has happened and discovering why they became involved

- establishing why their actions are wrong and the need for change

- supporting the pupil in making changes to their behaviour to prevent bullying occurring again

- engaging the support of parents/carers to help with changing the attitude of the bully

- having their behaviour closely monitored

The following disciplinary steps will be taken, in line with the schools Behaviour Policy:

- official warnings to cease offending

- exclusion from certain areas of school site or supervised access

• a period of fixed term exclusion – in school or offsite

• permanent exclusion

Monitoring

In order to monitor the effectiveness of this policy the school will maintain rigorous records of all bullying incidents. This will enable the school to:

• manage individual cases effectively

• evaluate the effectiveness of strategies

• celebrate the anti-bullying work of the school

• demonstrate clear procedures and decision making in the event of complaints

• engage and inform multi-agency support as necessary

This policy is monitored regularly by the Headteacher who reports to governors about its effectiveness and who in turn will review the policy annually.

Advice to Parents/Carers

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

1. Report bullying incidents to the class teacher, Miss Stone (AHT/Behaviour lead) or Mrs K Moorhouse (Pastoral Lead)

2. In cases of serious bullying, the incidents will be recorded by staff and Mrs Wright (Headteacher) will be notified.

3. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem

4. If necessary and appropriate, police will be consulted

5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly

6. 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 will only make the problem much harder to solve.

HELP ORGANISATIONS:

 Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345

KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222

Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk

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

Childline: www.childline.org.uk

Family Lives: www.familylives.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

SEND

Changing Faces: www.changingfaces.org.uk

Mencap: www.mencap.org.uk

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