



Slaley First School

Anti-Bullying Policy
2024-2025

Nurturing Ambitious Individuals

SLALEY FIRST SCHOOL

Anti-Bullying Policy

INTRODUCTION

‘Nurturing Ambitious Individuals’

The Anti-bullying policy reflects the school mission statement with a view to providing a safe and enriched environment where success is celebrated and the pursuit of excellence is emphasised. The school aims to foster values of tolerance and mutual respect through promoting the self-esteem of all members of the school community.

In Slakey First School bullying behaviour is contrary to the school ethos.

We recognise that if bullying occurs, it is a concern for all of us, including pupils, teaching, non-teaching staff, parents and governors.

AIMS

The aims of this policy are to:

- Prevent or reduce bullying in any form.
- Adopt a consistent approach to dealing with incidents of bullying.
- Create an emotionally safe environment where positive relationships can develop.
- Ensure that all pupils, parents and staff are aware of this policy and their roles and responsibilities in contributing to its success.

This policy takes due notice of *Preventing and Tackling Bullying, DfE 2014, Behaviour and Discipline in Schools DfE Advice for Headteachers and school staff July 2013, Equality Act 2010* and *Bullying-Don't Suffer in Silence* -An Anti-Bullying Pack for Schools (64/2000), DfE 2000. DfE - *Cyber Bullying* - advice for headteachers & staff.

DEFINITION OF BULLYING

By definition bullying is behaviour that intentionally and persistently causes distress to others.

The Department of Education defines bullying as:

“Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for the victim to defend him/herself.” ‘Pastoral Care in Schools: Promoting Positive Behaviour’ (2001)

PRINCIPLES

- Pupils have a right to learn in a safe and supportive environment, free from intimidation and fear.
- The welfare/well-being needs of all children and young people are paramount and pupils' needs (whether bully or targeted pupil) need to be separated from their behaviour.
- When bullying concerns are identified our school will work in a restorative and solution focused way to achieve the necessary change.
- Pupils who are targeted will be listened to and supported.
- Pupils who engage in bullying behaviour will be listened to and encouraged to accept responsibility and change their behaviour.

- Parents will be made aware of our school’s practice to prevent and to respond to concerns through parent information meetings, consultation processes and where necessary, their active participation in partnership with the school to resolve concerns involving their child.

FORMS OF BULLYING

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others.

<p style="text-align: center;">PHYSICAL BULLYING</p> <p>g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another’s property by stealing / hiding / damaging / intruding upon it;</p> <ul style="list-style-type: none"> - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another 	<p style="text-align: center;">VERBAL BULLYING</p> <p>g. name calling; insulting or offensive remarks; accusing; taunting; put downs</p> <ul style="list-style-type: none"> - ridiculing another’s appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
<p style="text-align: center;">EMOTIONAL BULLYING</p> <p>e.g. excluding/shunning others from group activity/social setting or play;</p> <ul style="list-style-type: none"> - belittling another’s abilities or achievements; - menacing looks/ stares; - rude signs or gestures 	<p style="text-align: center;">CYBER BULLYING</p> <p>e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity</p> <ul style="list-style-type: none"> - misuse of mobile phones by text messaging /calls or images - again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity / unauthorised publication or manipulation of private information; impersonation

These categories may be inter-related

Signs of stress in pupils which may indicate Bullying

- Child’s unwillingness to attend school / lateness /erratic attendance.
- Avoidance, hanging back from playground or staying late at school.
- Deterioration of work or mislaid books, money, equipment or belongings / under achievement.
- Spurious illness / non-specific pains, headaches, tummy upsets, withdrawn, loss of appetite.
- Nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home - bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B. whilst these behaviours may be symptomatic of other problems - bullying may be one reason)

Child on Child Abuse (As referenced in Child Protection Policy)

KCSIE (2024) makes particular reference to child on child abuse.

All staff should recognise that children are capable of abusing their peers.

All staff should be aware of safeguarding issues from peer abuse including:

- bullying (including online bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

This abuse can:

- Be motivated by perceived differences e.g. on grounds of race, religion, gender, sexual orientation, disability or other differences
- Result in significant, long lasting and traumatic isolation, intimidation or violence to the victim: vulnerable adults are at particular risk of harm

Children or young people who harm others may have additional or complex needs e.g.:

- Significant disruption in their own lives
- Exposure to domestic abuse or witnessing or suffering abuse
- Educational under-achievement
- Involved in crime

Stopping violence and ensuring immediate physical safety is the first priority of any education setting, but emotional bullying can sometimes be more damaging than physical. School staff, alongside their Designated Safeguarding Lead and/or Assistant, have to make their own judgements about each specific case.

STRATEGIES TO PREVENT OR REDUCE BULLYING

Slaley First School has established and will maintain the following strategies to prevent and reduce bullying behaviour:

Filtering and Monitoring (KCSIE 2024)

Slaley First School will provide a safe environment to learn and work, including when online. Filtering and monitoring are both important parts of safeguarding pupils and staff from potentially harmful and inappropriate online material.

Clear roles, responsibilities and strategies are vital for delivering and maintaining effective filtering and monitoring systems. It's important that the right people are working together and using their professional expertise to make informed decisions. Our governing bodies and proprietors have overall strategic responsibility for filtering and monitoring and need assurance that the standards are being met.

To do this, Slaley First School has assigned.

Mrs Angela Hayward (Headteacher) and Melissa Baynes to be responsible for ensuring the expected standards are met. The roles and responsibilities of staff and third parties, for example, external service providers are also determined.

Technical requirements to meet the standard

The senior leadership team are responsible for:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of the provision
- overseeing reports

They are also responsible for making sure that all staff:

- understand their role
- are appropriately trained

- follow policies, processes and procedures
- act on reports and concerns

Filtering and monitoring procedures will be reviewed annually.

When checking filtering and monitoring systems you should make sure that the system setup has not changed or been deactivated. The checks will include a range of:

- school owned devices and services, including those used off site
- geographical areas across the site
- user groups, for example, teachers, pupils and guests

You should keep a log of your checks so they can be reviewed. You should record:

- when the checks took place
- who did the check
- what they tested or checked
- resulting actions

We will ensure that:

- all staff know how to report and record concerns
- filtering and monitoring systems work on new devices and services before releasing them to staff and pupils
- blocklists are reviewed and they can be modified in line with changes to safeguarding risks

Proactive Strategies to ensure awareness is raised.

- Promote School Ethos at all times (as regards Bullying - be a TELLING / LISTENING / RESPONDING school)
- Ensure children are aware of their 'Rights and Responsibilities' (Set 'Class Charter' at the beginning of Autumn Term and review at the beginning of Spring and Summer Term).
- Recognise and reward good behaviour.
- Use of creative learning to enhance social and emotional skills.
- Ensure that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the '**Written statement of Behaviour Principles**' as set out in the [Behaviour Policy](#).
- School assemblies - addressing Bullying and providing Anti-Bullying Strategies - Behaviour for learning.
- Being aware of 'Predjudice based and discriminatory bullying'

Some groups of young people are more likely to experience bullying than others.

Prejudice-based bullying is any type of direct physical or verbal bullying, indirect bullying or cyberbullying based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation
- Participation in 'Anti Bullying sessions' within PHSE and during anti bullying week. Also reference to anti bullying when required.
- Vigilant supervision - playground / general school environment.
- Consultation with School Council.
- Promotion of Buddies.
- Questionnaires.
- Good parental communication.
- Awareness raising e.g. newsletters, website.
- Use of outside agencies - Behaviour Support Team.
- Staff training / effective communication.

If it is a concern for a child - then it is a concern for us!

Reactive Strategies

The following steps will be taken when dealing with incidents:

- Formulation (involving all stakeholders) and communication of school wide rules concerning Positive Behaviour expectations (e.g. classroom rules, class charters, displays, incentives, pupil awards, school assemblies)
- School Curriculum which addresses prejudice, discrimination and Social/Emotional Learning
- School wide supervision and effective, consistent behaviour management by all staff
- Opportunities for developing Positive Peer Relationships ('Buddy' system / Buddy playtimes / School Council)

PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the bully.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well-adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

In Slaley First School if any type of bullying is highlighted, the following strategies will be implemented by staff

The school procedures should be followed initially by the class teacher, then Headteacher or a member of the Senior Leadership Team when they become aware that there may be bullying taking place.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts (and on CPOMS). This will require patience and understanding.
2. Identify the bully/bullies and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Slaley First School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions. **IF STAFF DETERMINE THAT A BULLYING INCIDENT HAS OCCURRED THEN THE FORM SHOWN BELOW AS [APPENDIX A](#) MUST BE COMPLETED AND UPLOADED TO CPOMS.**
7. Hold separate discussions with parents of bully and victim.

Sanctions for the bully include:

- Direct referral to HT
- The child is asked to reflect and given time to think.
- Parental involvement.
- Incident of discrimination logged on CPOMS as a specific Bullying Issue
- Outside agencies may be informed / involved
- Potential for short term exclusion

Sanctions are not hierarchical and are relevant to individual circumstances.

Support for Victim / Bully

Provide a Pastoral Support Programme for the victim with a monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.

Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in class to discuss relationships, feelings and the effect bullying can have on individuals. A named person will support the child during this programme. In order to reduce incidents of bullying and recognise bullies, at Slaley First School, all staff watch for early signs.

INDIVIDUAL RESPONSIBILITIES

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Slaley First School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment.
- Promote and sustain good behaviour.
- Listen to all reports of bullying.
- Address each situation in line with procedures.
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents.

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if another pupil is being bullied - TELL SOMEONE)
- Follow the school's written behaviour principles.
- Avoid inappropriate behaviour which might be considered as bullying.
- Be respectful and supportive to others.

Parents should:

- Work in partnership with the school.
- Advise their children to report any concerns to a member of staff.
- Discourage behaviours which might be considered as bullying.
- Stress to their children that retaliation is not helpful.
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

TEACHING ABOUT BULLYING

This will be delivered and reinforced through various areas of the curriculum:

In Foundation and Key Stage 1 classes children will be taught to be aware of different forms of bullying and how to develop personal strategies to resist unwanted behaviour.

This message will be reinforced in the Key Stage 2 class when children will be encouraged to recognise, discuss and understand the nature of bullying and the harm that can result from it.

RESOURCES FOR THE PREVENTION OF BULLYING

We encourage a 'whole-school approach' in which children and adults work together to create an environment where everybody gets a clear message that bullying is wrong and will not be tolerated, that bullying behaviour of all kinds must be challenged.

- All school staff, teaching and non-teaching, will be familiar with the Anti-Bullying Policy and procedures for dealing with reports of bullying.
- Appropriate leaflets and literature will be provided for the children.
- Children will be encouraged to understand their roles in preventing bullying using, for example, drama; role-play and novels. Children will be guided to understand the feelings of bullied children and to practise the skills they need to avoid bullying.

- Peer support is offered from Year 4 children trained as 'Buddies'.
- Parents will be issued with a copy of the school's Anti-Bullying policy every two years. They will be aware of procedures to use if they are concerned that their child is being bullied or does not feel safe to learn.

LINKS WITH OTHER POLICIES

Slaley First School's Anti-Bullying Policy reflects our Mission Statement and links with other policies such as:

Safeguarding & Child Protection
Behaviour Policy
Special Educational Needs Policy

RACE EQUALITY AND EQUAL OPPORTUNITIES

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Teachers plan work that is differentiated so that all groups and individuals can achieve their potential and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment.

MONITORING AND REVIEW

This policy is monitored annually by the Headteacher and Governors.

The anti-bullying policy is reviewed for its effectiveness annually. Governors discuss the nature of any incidents. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, any cyber incidents.

The effectiveness of the policy is reviewed annually by pupils via a parent and pupil questionnaire and pupil discussion.

It is important to remember that staff, pupils and parents all have an active part to play and have a responsibility to ensure an effective implementation and maintenance of this policy.

RELATED GUIDANCE

[Preventing and Tackling Bullying - Advice for Headteachers, Staff and Governing Bodies \(Department for Education, 2014\)](#) / [Cyberbullying: Advice for Headteachers and School Staff \(Department for Education, 2015\)](#) [Advice for Parents and Carers on Cyberbullying \(Department for Education, 2015\)](#)

Specialist Organisations:

- [The Anti-Bullying Alliance \(ABA\)](#): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues;
- [Kidscape](#): Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people;
- [The Diana Award](#): Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors;

- [The BIG Award](#): The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Cyber Bullying:

- [Child Net International](#): Specialist resources for young people to raise awareness of online safety and how to protect themselves;
- [Internet Watch Foundation](#): (for reporting illegal images and content);
- [Think U Know](#): Resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers;
- [Digizen](#): Provide online safety information for educators, parents, carers and young people;
- [Advice on Child Internet Safety 1.0](#): The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online.

SEND:

- [Mencap](#): Represents people with learning disabilities, with specific advice and information for people who work with children and young people;
- [Changing Faces](#): Provide online resources and training to schools on bullying because of physical difference;
- [Cyberbullying and Children and Young People with SEN and Disabilities](#) : Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Racism:

- [Show Racism the Red Card](#): Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism;
- [Kick it Out](#): Uses the appeal of football to educate young people about racism and provide education packs for schools;
- [Anne Frank Trust](#): Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

SFS: Alleged Bullying Incident Form
(i.e. significant / repeated / or serious one-off incident)

	Name (s)	Gender	Class/Room
Complainant(s)			
Alleged child (children who has been bullied (if different from above))			
Alleged child (children) who has displayed bullying behaviour			

Date of incident:

Location of incident:

Type of incident: Please tick/circle appropriate types

Physical Bullying (includes jostling, physical intimidation, interfering with personal property (stealing, damaging, intruding upon it) punching/kicking, any other physical contact which may include hair pulling, spitting or use of 'weapon', extortion, writing/drawing offensive notes.)

Verbal Bullying (includes name calling, insults, jokes, threats, spreading malicious rumours, ridicule of another's appearance/disability/personal mannerisms/way of speaking, humiliating another publicly, mocking, sarcasm, intimidation)

Emotional Bullying (includes isolation, refusal to work with/talk to/play with/help others, mobbing the individual, belittling another's abilities, or achievements, menacing looks, stares or rude gestures)

Cyber Bullying (please specify) _____

Action/support for child(ren) who has/have been bullied i.e. on-going support / monitoring from staff (including time frame of follow up action required)

Parental involvement (please specify e.g. dates and details of information received)

NAME OF STAFF MEMBER(S) INVOLVED

Date: _____

Review - SPDC

Policy Ratified - October 2024

Next Ratification - October 2025