



Eyres Monsell

Primary School

Anti-Bullying Policy 2023-2025

Approved by Date	Full Governing Body December 2023
Review date	December 2025
Signed (Chair of Governors)	

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Rationale

Everyone at Eyres Monsell Primary School has the right to feel welcome, secure and happy. Only if this is the case, will all members of the school community be able to achieve to their full potential. Bullying of any sort prevents this being able to happen and prevent equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

Where bullying exists, the victims and/or their families must feel confident in activating the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in school. Additionally, we believe that a school's response to bullying should not just start at the point at which a child has been bullied. Instead, Eyres Monsell Primary School staff proactively gather intelligence about issues between pupils which might provoke conflict and try to prevent bullying from starting. School staff effectively use the school's digital recording system (CPOMS- Child Protection and Online Monitoring System) to monitor and intervene in issue early, to try and prevent them becoming a bigger issue or resulting in bullying. This might involve talking to pupils about issues of different either in lessons, assemblies or in small targeted groups.

Throughout this document, reference will be made to the DfE 2017 document: Preventing and tackling bullying.

Definition of bullying

Within the DfE 2017 guidance, Bullying is defined as *"Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."*

What is bullying?

We have defined bullying as any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend themselves. The school works hard to ensure that all pupils know the difference between bullying and falling out. Peer on Peer abuse is taken seriously at Eyres Monsell

Primary School and it will not be tolerated. We use the acronym 'STOP' to summarise this as 'Several Times On Purpose'.

Types of bullying can be:

- Emotional - unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- Physical - pushing, kicking, hitting, punching or any use of violence;
- Racist - racial taunts, graffiti, gestures;
- Sexual - unwanted physical contact or sexually abusive comments;
- Homophobic - focusing on the issue of sexuality;
- Verbal - name-calling, sarcasm, spreading rumours, teasing;
- Religious – negative or unfriendly behaviour, focusing on religious difference or how somebody expresses their faith;
- Cyber - all areas of the Internet (e.g. email & internet chat room misuse), mobile phone threats by text messaging & calls, misuse of associated technology (e.g. camera & video facilities);
- Written - any insults contained in note-passing, threatening letters, graffiti, defacing any property belonging to another individual;
- Interference with another individual; theft, extortion, vandalism, defacing property, ruling games, blackmail or any other activity designed to intimidate or hurt;
- Psychological pressure – silent bullying, social exclusion, rude gestures, lying, slander, passing or starting rumours, name calling, reorganising or pressurising friendship groups or any other activity designed to intimidate or hurt an individual;
- Name calling, incitement, making comments about a person's country or culture or appearance, commenting on parents, spreading rumours;
- Subtle bullying - looking at a person in a particular way, swearing at or about a person;

- Incitement of others to become involved - e.g. by blackmailing, excluding, or threatening behaviours.

Signs and symptoms of bullying

A child may indicate, by different signs of behaviour, that they are being bullied. Adults should be aware of these possible signs and investigate further if a child:

- Is frightened of walking to and from school;
- Becomes withdrawn, impulsive, out of character temper, anxious or lacking in confidence;
- Spurious illness or non-specific pains;
- Cries themselves to sleep or has nightmare;
- Begins to underperform in school work;
- Has possessions go “missing”;
- Has unexplained cuts or bruises;
- Becomes aggressive, disruptive or unreasonable;
- Starts swearing or using aggressive language for no apparent reason;
- Is bullying other children or siblings;
- Is frightened to say what is wrong;
- Give improbable excuse for any of the above;
- Becomes isolated from friends;
- Stays close to adults;

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

Bullying which occurs outside school premises

The 2017 DfE Anti Bullying guidance states ‘School staff members have the power to discipline pupils for misbehaving outside the school premises.’ Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances. This may include bullying 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 outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Aims and objectives of the policy

Through this policy we aim to:

- ensure that all pupils, parent/carers, staff and governors know what the school policy is on bullying and what they should do if bullying occurs;
- ensure that all governors, staff, parents/carers and pupils have an understand of what bullying is;
- set out a co-ordinated approach to preventing and tackling bullying.

Through the operation of this policy we aim to:

- Maintain and promote a positive culture of kindness and consideration among all pupils and staff throughout the school;
- Deter bullying behaviour, detect it when it occurs and deal with it effectively;
- Provide victims of bullying with the strategies both for seeking help and for dealing with the effects of being bullied.

Bullying behaviour is always unacceptable and will not be tolerated because:

- It is harmful to the person who is bullied and detrimental to those who engage in bullying behaviour;
- It interferes with a pupil's right to enjoy his or her learning and unstructured time from intimidation;
- It is contrary to the aims and values of Eyres Monsell Primary School.

Actions to tackle bullying

All member of the school community must take responsibility for promoting a common, consistent anti-bullying approach by being supporting of each other, providing positive role models and conveying a clear disapproval of disruptive, difficult or dangerous behaviours (See our Positive Relationships and Behaviour Policy). Through our teaching of Jigsaw, assemblies and additional activities we can to create an inclusive environment in which pupils help and support each other to be ready, respectful and safe.

Our prevention strategies include:

- Promoting and rewarding good behaviour;
- Creating a ready, respectful and safe learning environment within each classroom;
- Maintaining a positive whole school environment;
- Working as a school on the development of pupils' social and emotional skills including their emotional literacy;
- Rewarding and celebrating our HEART values;
- Revisiting the subject of Anti-Bullying every year with an intense focus during Anti-Bullying Week and specific Jigsaw sessions;
- Anticipating problems, analysing problems and providing individualised support;
- Constantly and consistently relating all positive and negative behaviour to our school rules of Ready, Respectful and Safe;
- Listening to pupils (throughout the school there are worry boxes or age-appropriate methods for children to report concerns);
- High supervision levels and trained staff (all wearing high visibility jackets) at lunchtime to provide a range of activities for pupils;
- Use of Happy Lunchtimes;
- Family support worker to identify children at risk;
- Assembly themes and visiting speaking to promote pupil's knowledge and understanding of different faiths, culture and lifestyles;
- PHSE curriculum (Jigsaw) with anti-bullying lessons included;
- Anti-bullying week activities;
- Consultations with school council;

- Use of behaviour support plan to help change behaviour and support pupils.

We will use the curriculum and support agencies whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour, especially through PSHE lessons, Jigsaw PSHE scheme, Circle times, Anti-Bullying Week, Social Skills Groups with our behaviour learning mentor, ELSA and Thrive support, Drawing and Talking and support from outside agencies, e.g. Social Emotional and Mental Health Team (SEMH Team) or Child and Adolescent Mental Health Service (CAMHS).

Roles and responsibilities

All members of the school community have a responsibility and must report suspected incidents of bullying, whether they are against themselves or towards others, so that these can be dealt with in a consistent way.

Staff

We expect that staff will:

- provide children with a framework for behaviour management, including the whole school rules and classroom routines, which support the whole school behaviour policy;
- emphasise and behave in a respectful and caring manner to pupils and colleagues, to set a good tone and help create a positive atmosphere;
- record incidents using CPOMS (in a timely manner) to gain a fuller picture using consistent agreed procedures;
- provide children with good role models;
- watch for signs of distress in pupils. Any concerns should be discussed with the Deputy Headteacher Pastoral or Headteacher;
- raise awareness of bullying through stories, role-play, discussion, peer support, School Council, PSHE and RE;
- through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management;
- provide a key staff member who is responsible for the monitoring of the policy.

Senior Leadership Team

We expect that members of the Senior Leadership Team will:

- Investigate any allegations of bullying. A full record of all incidents should be kept;
- Respond to the victim, offer them help and put the school's behaviour policy and Anti Bullying Policy into operation;
- Make it clear to both the bully and his/her parents that this kind of behaviour is not accepted at our school.

Governors

We expect that governors will:

- support the Headteacher and the staff in the implementation of this policy;
- be fully informed on matters concerning anti-bullying;
- regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.

Pupils

We expect that pupils will:

- Support the Headteacher and staff in the implementation of the policy e.g. contributing to agreed approaches designed to reduce bullying or better deal with incidents that arise via school council, circle time, etc;
- be involved in the monitoring and review of the policy;
- feel confident that everything is being done to make school a safe and secure environment for them to achieve and learn;
- feel supported in reporting incidents of bullying;
- be reassured that action regarding bullying will take place.

Lunchtime staff

We expect lunchtime staff to:

- support the implementation of the policy;
- be involved with the review;
- provide a safe and stimulating lunchtime environment;
- listen and support children who are in need and vulnerable and liaise with teachers as appropriate;
- record incidents to gain a fuller picture using consistent agreed procedures;
- be easily available to deal with more serious incidents and for advice.

Parents/Carers

Parents will be encouraged to:

- support us in helping us meet our aims;
- feel confident that everything is being done to make sure their child is happy and safe at school;
- be informed about and fully involved in any aspect of their child's behaviour;
- be informed about who can be contacted if they have any concerns about bullying.

Guidance for parents

If your child has been bullied:

- Calmly talk with your child about their experiences;
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened;
- Reassure your child that he/she has done the right thing to tell you about the bullying;
- Explain to your child that should any further incidents occur he/she should report them to a teacher immediately;
- Make an appointment to see your child's teacher and explain to them the problems your child is experiencing.

If your child is bullying others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy;
- Show your child how he/she can join in with other children without bullying;
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/her bullying others;
- Regularly check with your child how things are going at school;

- Give your child lots of praise and encouragement when he/she is co-operative or kind to other people.

Bullying on the Way to and from School/Outside School Hours

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can relate to any bullying incidents occurring anywhere off the school premises. In all cases of misbehaviour or bullying the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member (Preventing and tackling bullying, July 2017, DfE).

If incidents of bullying outside school are reported to school staff, it will be investigated, acted on and recorded as other incidents of bullying are. If appropriate to do so, the matter will also be reported to the police. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will be informed.

Reporting incidents

DfE 2017: *'It is important that schools create an atmosphere where anyone who is being bullied, or anyone who knows about it, feels that they will be listened to and that any action taken will be swift and sensitive to their needs. Both bystanders and pupils being bullied must realise that 'not telling' means that bullying is likely to continue.'*

Pupils are encouraged to report any incidents (observed or as a victim) of bullying to a trusted adult including:

- Teacher;
- Teaching assistant;
- Lunchtime staff;
- Support Staff e.g. office staff;
- Pastoral team e.g. family support worker and behaviour learning mentor;
- SLT.

Parents are often the first people the child confides in, which is extremely positive. Staff members are available to deal quickly with any issues of concern of parents either at the beginning or end of the day. Parents are advised to take the following steps:

1. Parents should initially approach the class teacher or the teaching assistant.
2. Parents can also speak to our Parent Link Worker, Mrs. Boddice who is available every morning on the playground and can be contacted by calling the school office.
3. If bullying continues then an appointment can be made with the Head Teacher or Deputy Head. Please call at the school office to arrange an appointment.

Recording

All behaviour incidents in or out-of-class are recorded on CPOMS by school staff. Incidents that have happened at lunchtime, playtime or out-of-school hours are also recorded when reported. Logging minor incidents help identify whether the case is a one-off that can quickly be remedied or a bigger issue which will need on-going measures.

Staff are to record all behaviour incidents on CPOMS including the following information:

- Child's name;
- Date of incident;
- Location of incident;
- The type of behaviour shown;

- Additional details e.g. others involved;
- Staff involved in the incident and the actions taken.

When there have been several incidents on purpose logged on CPOMS and there is a confirmed case of bullying it must be reported to the Headteacher or Deputy Head via CPOMS. The class teacher of the victim will be responsible for the initial logging of the concerns and will be required to give alert the Headteacher or Deputy head on any actions already taken.

Parents of both bully/perpetrator and the person being bullied will be contacted informing them of steps taken to deal with the incidents. Failing face-to-face or telephone discussions, parents/carers will be informed of any incidents by letter. These occurrences will be monitored and child protection procedures will be followed when appropriate concerns arise.

Dealing with an incident

Whenever an alleged bullying incident is reported school will go through a number of set procedures, highlighting to the school community that it has been taken seriously and action has resulted.

When an adult is made aware of an incident, this should be immediately logged and the teaching staff will explore this immediately. Teaching staff will use age-appropriate methods in their classes to encourage pupils to come to them with their problems, e.g. pupils using a 'Feelings Board', staff checking in with pupils throughout the day, an anonymous box to post concerns for older pupils, etc. This MUST be established in all classes and ALL children must know the procedures. Admitting to being bullied and sharing feelings such as these is scary and intimidating but is our duty to equip our children with the confidence and ability to share with us their worries.

Staff are trained to identify unkind behaviour and to report any suspicious or out of character comments or behaviours using CPOMS. It is everyone's responsibility to identify the signs of bullying and to act swiftly to stop it.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of the incident on CPOMS. The exact nature of each step will depend in part on the nature of the incident and those involved. Other staff who cover duties and lunchtime supervisors will be alerted.

School expects to support all involved by:

- Talking through the incident with the alleged bully/perpetrator, the person being bullied and any bystanders;
- Helping the alleged bully/perpetrator and victim to express their feelings;
- Talking about which rules have been broken;

Discussing strategies for making amends.

Table of appropriate action Stage	Victim	Alleged Bully	Staff	Parent
First	<p>Talk to the victim and reassure them.</p> <p>Ask what has actually happened.</p> <p>Explain actions.</p>	<p>Talk to the accused. Ask them what has happened.</p> <p>If they admit their wrong doing, they are to be told bullying is not acceptable and their behaviour must change or there will be serious consequences.</p> <p>Discuss how their behaviour made the victim feel- how should they behave?</p> <p>Zoning to be put in place- not allowed to play in certain areas of the playground.</p>	<p>Log incident .</p> <p>Monitor future behaviour.</p> <p>Notify other staff who may observe behaviour.</p> <p>Talk to victim and alleged bully a few days later to see how they are/reinforce expectations.</p> <p>Inform Deputy Head/Headteacher.</p> <p>Can we understand what has caused the behaviour? What can we do to help?</p>	<p>SLT informs parents of victim and alleged bully what has happened and actions taken.</p>
Second	<p>Reassure victim. Set up friendship group to support confidence, self-esteem, increase circle of friends, offer alternative spaces to play.</p>	<p>Ask why it has happened again after your first discussion.</p> <p>Sanctions.</p> <p>Behaviour Plan put in place.</p>	<p>Record using CPOMS and inform Deputy /Head Teacher and other staff.</p> <p>Talk to victim and alleged bully a few days later to see how they are/reinforce expectations.</p> <p>Student mentor to set up behaviour plan e.g. Intervention groups for cooperative skills, dealing with emotions for alleged bully.</p> <p>Try to understand why they have bullied again.</p>	<p>SLT informs parents (telephone or in person) of victim and alleged bully/perpetrator what has happened and actions taken.</p> <p>With parents of alleged bully, discuss support mechanisms available to deal with behaviour, including those of external agencies and Family Support Worker.</p>
Third	<p>Listen to events, reassure. Explain your actions.</p>	<p>Loss of lunchtime.</p> <p>Dinner time with SLT.</p> <p>Letter home or see parents</p> <p>Send to Head Teacher if not happened earlier.</p> <p>Behaviour plan reviewed and amended as necessary.</p>	<p>All staff notified.</p> <p>Discuss final sanctions with Headteacher.</p> <p>Exclusion.</p> <p>Talk to victim a few days later to see how they are.</p> <p>Inform Headteacher and Deputy Head.</p>	<p>SLT informs parents (telephone or in person) of victim and bully/bullies what has happened and actions taken.</p> <p>With parents of bully, discuss support mechanisms available to deal with behaviour,</p>

			Implement further support for bully to try to change behaviour.	including those of external agencies and Family Support Worker.
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General scenarios

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help which aligns with our restorative approaches of our behaviour policy. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Monitoring

This policy is reviewed every two years, but if necessary the Head Teacher will make suggestions for further improvements/changes needed before that.

Trends and strategies are analysed for inclusion in the Head Teacher’s reports to Governors. The outcomes highlight the effectiveness of the policy. Careful monitoring and analysis as part of the Removing Barriers meeting provides us with a regular opportunity to link outcomes to action planning in school support.