



Cubitt Town Primary School

ANTI-BULLYING POLICY 2023 /2024

Statement of Intent

We are committed to providing a caring, friendly and safe environment for **all** of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

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 and staff should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, staff and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

What Is Bullying?

The government define bullying as, ‘behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.’

Bullying is the use of aggression with the intention of hurting another person.

Bullying results in pain and distress to the victim.

Bullying may be towards anyone in the school community e.g. child, staff, parent and be by another child, member of staff or parent.

At Cubitt Town Primary School we use acronym S.T.O.P (Several Times On Purpose). This links with the same acronym to use for the action children should take i.e. Start Telling Other People.

Bullying can be:	
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures, related to religion
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic/ Biphobic/ Transphobic	Either because of or focussing on the issue of sexuality
Verbal name-calling	sarcasm spreading rumours teasing
Cyber All areas of internet	such as email & internet chat room misuse Mobile threats by text messaging & calls
Misuse of associated technology	i.e. camera & video facilities
Personal Related to home circumstances	disabilities special educational needs gender or appearance

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Adults affect bullying in three ways:

- We permit it by our lack of concern for victims and by not tackling incidents.
- We promote it by our attitudes and by allowing bullies to get away with it.
- We prevent it by taking action and by challenging bullying whenever it takes place.

Bullying is permitted by staff members when;

- Victims are ignored or blamed
- We do not listen to what children tell us.
- Victims who tell are told to sort it out themselves.
- Victims are too scared to tell.

- We encourage retaliation.
- There are no effective policies or procedures for dealing with bullying.
- Bullies know nothing will happen and gain power.

Bullying is promoted by staff members when:

- We are dismissive of what children tell us
- We are aggressive and sarcastic role models
- We humiliate children in front of their peers
- We pick on individuals or roll our eyes when they approach us.
- We are impatient with the less able or irritating children
- We are unapproachable and insensitive
- We do not set limits or consequences to bad behaviour
- Classroom management is poor.

Bullying is prevented by staff members when:

- We listen to children and encourage them to tell about bullying
- We are fair
- Differences between individuals are celebrated
- We raise children's self-esteem
- We are assertive, not aggressive role models
- Anti-bullying policies and procedures are devised and implemented.
- We act immediately to stop and condemn bullying, fighting or cruelty
- We keep records of incidents
- We do not blame victims for being bullied
- We encourage and reward good behaviour

Signs and Symptoms

A child or adult 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 person:

- 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 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 poorly in school work
- comes home with clothes torn or books damaged

- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (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 & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

What is cyberbullying?

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phone. A person can be bullied online and offline at the same time.

Types of cyberbullying

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Procedures

1. Report bullying incidents to staff
 - Pupils / parents should tell their class teacher or class adult in the first instance
 - This can be escalated to the year group leader or senior member of staff if the bullying continues
 - Further escalation to the senior leadership team for serious incidents and sanctions considered from the behaviour policy.
 - Staff members should report incidents of bullying to themselves, directly to the Headteacher using the CPOMS system.
 - Pupils should be encouraged to 'tell' and not be an accomplice bystander (STOP)
2. In cases of serious bullying, the incidents will be recorded by staff
 - Serious cases will be recorded onto our MISystem (ScholarPack) and will be shared with parents
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
 - Sensitivity should be employed in cases involving a vulnerable or SEN pupil the Assistant Head of Inclusion should be informed)
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 bully (bullies) change their behaviour
 - Referral for Learning Mentor intervention
 - Set up role model as buddy
 - Work together with parents
 - Set up key adult
 - Use of assertive mentoring
 - BASS team support
7. An analysis of the recorded information will be used by the SLT/ Headteacher to observe any patterns and repeated or similar incidents
 - Use to plan Oracy assemblies
 - Use to enhance the PHSE curriculum
 - Use for staff training

8. Incidents of staff being bullied will involve the chair of governors and senior leaders.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place. See sanctions system of behaviour policy.
- 2) In serious cases, suspension, internal inclusion or even exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Delivery of our PSHE curriculum
- Writing a class charter – how we show care for each other
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Having discussions about bullying and why it matters
- Annual review of policy
- School Council members should be involved regularly in antibullying strategies to cascade into class
- Regular Oracy assemblies and PHSE lessons will include anti-bullying, as well as promoting and celebrating differences
- Train staff and school prefects to observe corridors and stairways regularly
- Conduct surveys annually for types and places of bullying
- Revise lunchtimes to separate older and younger pupils
- Role play situations, including how bystanders are part of bullying
- Child friendly behaviour policy.
- Pupil worry boxes in the classroom.
- Toot toot – online antibullying platform – monitored by Learning Mentors
- Esafety and what is cyber bullying lessons
- Designated learning mentor rooms – children always have someone to talk to

A Common Language

We will also prevent bullying from happening by using a common language when challenging behaviour. See game, joke, and accident example below.

Teachers are often told by way of excuse, *'It was a game'*, or *'It was a joke'*, or *'It was an accident'* or it was *Banter*

Ask these questions to clarify what you are told:

'It was a game'.

Did everyone join in? Was anybody left out? Did they want to be left out? If it really was a game, then everyone should have been happy to play and those not playing would have chosen not to join in.

'It was a joke/banter'.

Was everyone laughing? Did everyone find it funny? If it really was a joke, as alleged, then everyone should be amused.

'It was an accident'

Has someone gone to fetch help? Has anyone apologised? Is anyone comforting the person who has been hurt? This is what happens after a real accident. If it's not happening, then whatever happened was not 'an accident'.

HELP ORGANISATIONS:

NSPCC – adults concerned about a child	0808 800 5000
NSPCC child line	0800 1111
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

Young minds – Cyber bullying

<https://www.youngminds.org.uk/young-person/coping-with-life/bullying/#Cyberbullying>

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