



Sutton Oak C.E. Primary School

Anti-Bullying Policy

'Believe, achieve and grow together in Christ'

2021-2023

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ANTI-BULLYING POLICY

OVERVIEW

In this school bullying and any other forms of intimidation will not be tolerated.

Following the example of Christ, all will treat others with kindness and respect, and all will care well for each other. All will come to school without fear and will be safe. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying. For the Sutton Oak CE Primary School **definition of bullying** see [appendix 1](#).

This policy has been written by the Safeguarding Team.

This policy should be read in conjunction with the LA Guidelines for dealing with Bullying, Harassment and Hate Crime in Schools.

Objectives

1. To ensure that all feel safe and free from bullying and intimidation, including cyber bullying by internet or mobile phone.
2. To ensure that all staff, parents/guardians and children understand what bullying, including cyber bullying is.
3. To build a Christian ethos where learners feel safe, free from threat and intimidation.
4. To promote good relationships based on mutual respect as we believe that every member of our school community is known and loved by God.
5. To act promptly and effectively at the first sign of bullying.
6. To encourage learners and parents to report any attempted bullying.
7. To protect and reassure any victims of bullying.
8. To have effective sanctions to deter bullying and to have successful strategies to reform bullies. To make this a happy school that is free from bullying.

What types of bullying are there?

Physical bullying

- Pushing, kicking, hitting, punching, spitting, hair-pulling or any use of physical violence
- Sexual assault
- Making people do things they don't want to
- Stopping people doing things they want to
- Damaging someone's belongings
- Taking someone else's belongings e.g. mobile phones or money. The threat of violence can accompany theft and there can be clear instances of extortion focused on weaker students.

Verbal bullying

- Name-calling; the range of possible unpleasant language is wide and usually focuses on someone's appearance, personal hygiene, family or ability
- Sarcasm, teasing, mocking, 'put-downs'
- Spreading rumours
- Saying or writing nasty things
- Blackmail and threats

- Making offensive remarks, including comments about someone's gender, race, disability, religion or sexual orientation; this bullying is discriminatory and may be unlawful.
- Being unfriendly, not talking to someone
- Excluding from social groups and activities
- Tormenting (e.g. hiding books), making someone feel uncomfortable or scared
- Using threatening gestures, looks and signs/symbols

Cyberbullying

- Misuse of areas of the internet, such as email and internet chat room
- Mobile phone threats by text messaging and calls
- Misuse of technology, e.g. camera and video facilities used to record 'happy slapping'

Strategies

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.
4. Every allegation of bullying will be investigated and followed up. (Appendix 2)
5. Any victim of bullying will be well-protected immediately and in the future.
6. Any cyber bullying of staff or pupils, in or out of school, must be reported and then investigated rigorously, in conjunction with any relevant authority including the police if appropriate.
7. Incidents of a racist, sexist or homophobic nature are strictly prohibited in school. Any pupil breaking this directive will be dealt with following LA guidelines and parents/carers will be notified immediately.
8. Any allegations of bullying will be reported to the Headteacher.
9. Curriculum and Worship will be used to discuss bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
10. We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
11. Learners and their parents will be made aware of this policy.
12. The parents/guardians of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.
13. All bullying incidents will be recorded on CPOMS

THE ROLE OF THE GOVERNING BODY

The Governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school's policy regularly.

The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to them on request about the impact of school anti-bullying strategies.

OUTCOMES

This school will have a warm, friendly, welcoming and safe Christian environment. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

Revised and adopted by the Governing Body: September 2021

Date of Review: September 2023

Signed: *Alice Edgerton* (Chair of Governors)

Definition of Bullying

Appendix 1

Bullying:

This is “**the repeated use**” by one or more pupils of a written, verbal, signed or electronic expression via social network streams including the internet or a physical act directed at another pupil or pupils which causes -

- Physical or emotional harm to a pupil or pupils.
- Damage to a pupil or pupils clothing, their belongings or their property.
- The pupil or pupils to be to be in a state of fear or harm to themselves.
- A hostile environment within school for the pupil or pupils.
- An infringement to the pupil or pupils’ rights at school.
- Disruption to the education process of the pupil or pupils.

All allegations of bullying in the forms outlined within the definition above will be investigated and recorded on CPOMS.

A victim or victims of proven bullying allegations will be offered a Restorative Justice meeting process to help them to release their fears, anxiety and emotions as a result of being bullied.

Flow Chart

Appendix 2

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child may be asked to draw a picture or write a poem to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and is emphasized that the bullying makes the person being bullied feel really bad. The others are read the child's poem or shown the picture; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

Support Agencies

Appendix 3

Anti-bullying Alliance – a unique collection of over 60 organisations, working together to stop bullying. ABA runs an ‘antibullying week’ focusing on schools in mid November each year. www.anti-bullyingalliance.org.uk

Beatbullying includes ‘CyberMentors and ‘MiniMentors’. Beatbullying works with children and young people across the UK to provide them with all important opportunities to make positive and lasting changes to their lives and outlook.
<http://beatbullyingalliance.org.uk>

Kidscape advice for parents 0845 1205 204
www.kidscape.org.uk

Childline – advice and stories from children who have survived bullying 0800 1111
<http://www.childline.org.uk>

NSPCC
<http://www.nspcc.org.uk>

Bullying on line a website aimed at adults working with children under 11 years and for the children themselves
<http://www.bullying.co.uk>

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety
www.thinkuknow.co.uk

Stonewall an LGBTQ+ organisation with free resources available for dealing with homophobic bullying
<http://stonewall.org.uk>

UKCCIS – UK Council for Child Internet Safety over 140 organisations and individuals working together to help children and young people stay safe on the internet
<http://www.clickcleverclicksafe.com>

Childnet International work in partnership with others around the world to make the Internet a great and safe place for children
<http://www.childnet-int.org>

Anti-Bullying Network
<http://www.antibullying.net>

Talk, Don't Walk a service for young people who may run away. A local, specialist service offering a range of information and advice, emotional and outreach support services, family medication and innovative training and resources to support everyone to develop healthier relationships
<http://www.therelationshipscentre.co.uk/talkdontwalk>

