



Anti-bullying Policy

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1. Our School Aim

At Sherwell Valley, our children always come first. Through our vision of 'Excellence in all we do', we aim to provide an excellent education in which empowers our children to take ownership for themselves, others and the world around them. We encourage and inspire our children through creating engaging, safe, happy, supportive and nurturing environments that allow children to flourish and leave our school with a life-long love of learning, confident and ready for the next steps in their life journey. Our school values underpin all we do.

2. Rationale and Policy Aims

Sherwell Valley Primary School does not tolerate bullying, in any form, and all members of the school community are committed to ensuring a safe and caring environment for all children. The welfare and wellbeing needs of all children and young people are paramount and children's needs as victim and perpetrator need to be separated from their behaviour. This policy aims to allow all children to feel happy and safe in school; allow children to focus on their education; and to ensure that all members of Sherwell Valley Primary School are aware of the consequences of bullying and the devastating effect on individuals it can have by creating a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our school can help to create a safe and supportive environment, where children are able to learn and fulfil their potential, free from intimidation and fear.

3. Principles of the Policy

At Sherwell Valley we:

- Monitor and review our anti-bullying policy and practice on a regular basis.
- Support staff to promote positive relationships, to help prevent bullying.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Work in a restorative and solution focused way to achieve the necessary change when bullying concerns are identified.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensure our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Listen to and support any children who may be targeted.
- Encourage any child who engages in bullying behaviours to accept responsibility and change their behaviour.
- Require all members of the community to work with the school to uphold the anti-bullying policy.
- Report back to parents/carers regarding concerns on bullying, dealing promptly with concerns or complaints.
- Provide pastoral support for those who may be affected by bullying.
- Seek to learn from good anti-bullying practice elsewhere. Staff will receive awareness-raising training regarding bullying prevention including effective, appropriate strategies for intervention.

4. Definition

‘By definition, bullying is behaviour that intentionally and persistently causes distress to others’. Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual or group of children, either physically or emotionally”. (DfE “Preventing and Tackling Bullying”).

At Sherwell Valley, we use the term ‘STOP’ (Several Times On Purpose) to help our children understand the definition of bullying but also the importance of speaking out to help it stop.

Children can abuse other children. This is generally referred to as **child on child abuse** and can take many forms. This 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), causing someone to engage in sexual activity, sexting, upskirting and initiating/hazing type violence and rituals. (Keeping Children Safe in Education 2023).

Bullying can also include: name calling, taunting, mocking, making offensive comments, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.

Cyber bullying 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.

5. Forms of bullying covered by this policy

Forms of Bullying

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. This policy covers all type of bullying including:

- Bullying related to race, religion, nationality or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

<u>Physical Bullying</u>	<u>Verbal Bullying</u>
e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another’s property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another	e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - 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
<u>Emotional Bullying</u>	<u>Cyber Bullying</u>

<p>e.g. excluding/shunning others from group activity/social setting or play;</p> <ul style="list-style-type: none"> - belittling others abilities or achievements; - menacing looks/stares; - rude signs or gestures 	<p>e.g. misuse of emails, 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
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**These can be interrelated*

6. Responding to Bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- All parties involved will be interviewed.
- The designated safeguarding lead and deputy designated safeguarding lead (for phase) will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members, and parents/ carers, where appropriate.
- Natural consequences (as identified within the school’s relationship policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed) or other local services including early help or children’s social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing natural consequences in school in accordance with the school’s relationship policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Anti-bullying plans may be drawn up alongside the perpetrators parents if there are a significant number of events.

7. Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
 - looking at the use of the school systems;
 - identifying and interviewing possible witnesses;

- contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
 - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
 - Confiscating and searching childrens' electronic devices, such as mobile phones, in accordance with the law.

(Note: We will ensure they access the DfE 'Searching, screening and confiscation at school' and Childnet Cyberbullying guidance to ensure that the schools powers are used proportionately and lawfully)

- Requesting the deletion of locally-held content and content posted online if they contravene school's online safety policies.
- Ensure that natural consequences are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and children regarding steps they can take to protect themselves online. This may include:
 - advising those targeted not to retaliate or reply
 - providing advice on blocking or removing people from contact lists;
 - helping those involved to think carefully about what private information they may have in the public domain.

8. Sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All reports of sexual violence or harassment should follow the referral process for safeguarding and child protection at the school.

9. Discrimination

Harassment on account of race, gender, disability or sexual orientation is unacceptable and is not tolerated within the school environment.

All staff are expected to deal with any discrimination incidents that may occur. They are expected to know how to identify and challenge prejudice and stereotyping; and to support the full range of diverse needs according to a child's individual circumstances.

Any discriminatory incidents are dealt with by the member of staff present, escalating to a Senior Leader and reported on the schools CPOMs system, the Local Authority and the governing body will also be made aware of the incident and actions taken.

Note - There's no national requirement for schools to report any discriminatory incident that occurs at school to any external bodies, whether these incidents involve children or not.

What is a discriminatory incident?

Harassment on grounds of race, gender, disability, sexual orientation or other factors such as socio-economic status, can take many forms including verbal or physical abuse, name calling, exclusion from groups or games, unwanted looks or comments, jokes and graffiti.

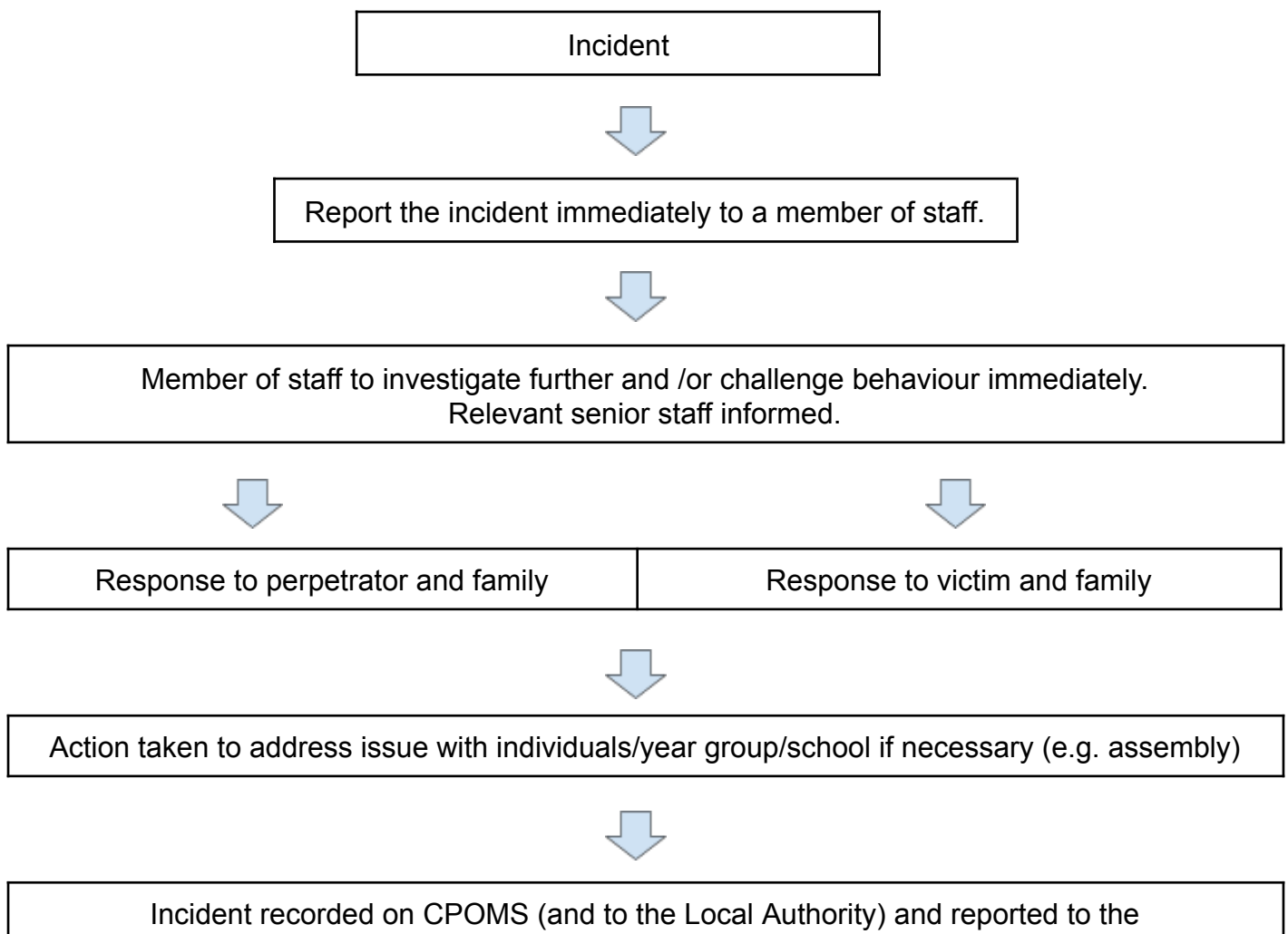
A racist incident is defined by the Stephen Lawrence Inquiry Report (1999) as: 'Any incident which is perceived to be racist by the victim or any other person'.

Types of discriminatory incidents that can occur are:

- Physical assault against a person or group because of their colour, ethnicity, nationality, disability, sexual orientation or gender.
- Use of derogatory names, insults and jokes.
- Racist, sexist, homophobic or discriminatory graffiti.
- Provocative behaviour such as wearing racist, sexist, homophobic or discriminatory badges or insignia.
- Bringing discriminatory material into school.
- Verbal abuse and threats.
- Incitement of others to discriminate or bully due to victim's race, disability, gender, or sexual orientation.
- Discriminatory comments in the course of discussion e.g. food, music, religion, dress etc.
- Refusal to cooperate with other people on grounds of race, gender, disability or sexual orientation.

10. Responding to and reporting incidents

It should be clear to children and staff how they report all incidents. All staff, teaching and non-teaching, and children should view dealing with incidents as vital to the wellbeing of the whole school.



Note; If the allegation is about a member of staff, refer to the Allegations against a member of staff policy

11. Supporting children

Children who have been bullied will be supported by:

- Reassuring the child and providing continuous support.
- Offering an immediate opportunity to discuss the experience with a member of staff.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling / pastoral support, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This could include support through Early Help or Children's Services, or support through the Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAMHS).

Children who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Natural consequences in place, in line with the school relationship policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions (in line with the school's Relationship Policy)
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance. This may include involvement from the Police or referrals to Early Help, Children's Services, Mental Health Support Team (MHST) or Child and Adolescent Mental Health Services (CAMHS) as appropriate.

12. Preventing bullying

Environment

Through our school values of Respect, Responsibility, Collaboration, Resilience and Aspiration, our whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related differences. Also children with different family situations, such as looked after children or those with caring responsibilities.

- Challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

Through our school values of Respect, Responsibility, Collaboration, Resilience and Aspiration, our whole school community will:

- Provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school’s attention, which involves or affects children, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate natural consequences of bullying, these will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

Education and Training

Through our school values of Respect, Responsibility, Collaboration, Resilience and Aspiration, our whole school community will:

- Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures (including recording and reporting incidents).
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council, prefects etc.
- Provide systematic opportunities to develop children’s social and emotional skills, including building their resilience and self-esteem.

13. Involvement of children

As a school we will:

- Involve children in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they have to play to prevent bullying.
- Regularly conference children and young people’s views on the extent and nature of bullying.
- Ensure that all children know how to express worries and anxieties about bullying.

- Ensure that all children are aware of the range of natural consequences which may be applied against those engaging in bullying.
- Involve children in anti-bullying campaigns in school.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

14. Involvement and liaison with Parents and Carers

As a school we will:

- Take steps to involve parents and carers in developing procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

15. Monitoring and Evaluation

The Governing Body will review reports from the Headteacher on instances of bullying during the year to ensure that procedures are adequate.

16. Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- 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
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities:

[www.cafamily.org.uk/media/750755/cyberbullying_and_send - module final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf)

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- 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-safetyukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrc.org/educational

LGBT+

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- Anti-bullying Alliance:
[https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/wh
at-sexual-and-sexist-bullying](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/what-sexual-and-sexist-bullying)