

Version no.	Date	Next review
4.0	Dec 2018	Feb 2022
5.0	<b>Feb 2022</b>	<b>Feb 2026</b>



# RAF BENSON COMMUNITY PRIMARY SCHOOL

## POLICY DOCUMENT

### SUBJECT:

## Anti-Bullying Policy

Signed: <b>Signed on original</b>	Date: March 2022
Headteacher	
Policy has been adopted/reviewed by Governing Body:	
Signed: <b>Signed on original</b>	Date: March 2022
Chair of Governors	

# Contents

<b>1. What Is Bullying</b>	<b>3</b>
<b>2. Reasons Why Children May Bully</b>	<b>4</b>
<b>3. Signs and Symptoms</b>	<b>5</b>
<b>4. Discriminative Language</b>	<b>6</b>
<b>5. Cyber Bullying</b>	<b>7</b>
<b>6. How Bullying will be Dealt With</b>	<b>8</b>
<b>7. Strategies</b>	<b>10</b>
<b>8. Prevention</b>	<b>11</b>
<b>9. Monitoring</b>	<b>13</b>
<b>10. External Support</b>	<b>13</b>

## Statement of Intent

The RAF Benson Community Primary School is 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 an adult in school and that adult is expected to take action.

This policy is based on the 'Kidscape' and OCC model policy which complies with the Law on anti-bullying processes mandatory for all schools.

### 1. What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

At RAF Benson Primary School we teach the children that bullying is STOP:

**S**everal  
**T**imes  
**O**n  
**P**urpose

This allows everyone to distinguish between a one-off bullying type act of unkindness and an actual case of bullying.

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
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - For example, sending offensive text messages, using pictures or video clips, Instant Messaging, emails, social networking sites or other electronic contact to cause harm, embarrassment or discredit to children or staff of the school.

Bullying includes the above but is not limited to this. It also includes:

- Any form of behaviour which is the result of a specific strategy to make an individual feel miserable
- Organising others to do any of the above

- Excluding an individual in such a way that they are made to feel vulnerable and different in a bad way

We reject all of the above forms of bullying and will not tolerate them in our school community.

### **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. Children who are bullying need to learn different ways of behaving.

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated.

At our school all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident including the context and the roles of the people involved. In cases involving cyber bullying, the school will investigate using the process described below.

### **Objectives of this Policy**

- All Staff, governors, children and parents should have an understanding of what bullying is.
- All Staff and governors should know what the school policy is on bullying and follow it when bullying is reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.

As a school we take bullying seriously. Children and parents should be assured that they will be supported when bullying is reported.

**Bullying will not be tolerated.**

## **2. Reasons for Why Children May Bully**

We recognise the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur.

Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Possible reasons for why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

### **3. Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. To those who know the child this may simply be a feeling that 'things aren't quite right'. Staff are trained to be aware of these possible signs and will investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- 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
- 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 person who is bullying)
- Has dinner or other monies continually "lost"
- Has unexplained cuts or bruises
- Comes home hungry (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
- Becomes withdrawn and is reluctant to say why
- Reduces their educational attainment

- Perceives comments from others as hurtful
- Displays challenging behaviour, which could be the result of intimidation or enforced isolation from others

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

#### **4. Discriminatory Language**

Discriminatory language not only undermines confidence and self-esteem of individuals, but reflects negative attitudes towards a wider sub-community or group, and in some cases is illegal. A culture where discriminatory language goes unchallenged is likely to be a culture where bullying is more prevalent.

Discriminatory language of any kind is not acceptable and will be challenged, whether verbal, written (including graffiti) or electronic. Education about diversity will be delivered through the curriculum, displays, assemblies, PSHCE, RE and tolerance will be modelled by all staff. In particular we will not accept any derogatory language that is:

- Sexual or sexist
- Relating to special educational needs, disabilities or health conditions
- Gender based
- Homophobic
- Racist
- Relating to religion
- Classist
- Relating to a person's home circumstances

Discriminatory language is sometimes be used without thinking and in some schools is ignored by teachers and school staff because either they feel it is difficult to know how to respond or they believe the language is used without any discriminatory intent.

In this school we challenge all discriminatory language whenever it is used. When responding to discriminatory language, staff will:

- Tell the child that discriminatory language is not acceptable in school. Explain that such language is offensive.
- If children continue to use the language, explain in more detail the effect that discrimination and discriminatory language have on people and that like racist language, homophobic language will not be tolerated.
- If a child continues, remove the child from the classroom and talk to them in more detail about their behaviour and why it's offensive.
- If it still continues, involve senior managers. The child should understand the sanctions that will apply if they continue to use discriminatory language. A member of staff will contact the parents to inform them of the incident and any further action that will be taken.

- If this behaviour is persistent, we will invite parents in to discuss the attitude of the child. We will explain that all children should be able to feel safe at school and reiterate that they have an obligation to help schools uphold policies.

## 5. Cyber Bullying

Cyber Bullying is the sending or posting of harmful or cruel text or images using the Internet or other digital devices. It is the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power and control over them.

**Text message bullying** – involves sending unwelcome texts that are threatening or cause discomfort.

**Picture/video-clip bullying via mobile phone cameras** - is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people.

**Phone call bullying via mobile phone** - includes silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise or withhold their numbers, sometimes using someone else's phone to avoid being identified.

**Email bullying** – email is used to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.

**Chat room bullying** – involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.

**Bullying through instant messaging (IM)** – is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations on line.

**Bullying via websites** – includes the defamatory blogs, personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyber bullying.

Cyber bullying differs from other forms of bullying in terms of:

<b>Impact</b>	the scale and scope of cyber bullying can be greater than any other forms of bullying.
<b>Targets and perpetrators</b>	the people involved may have a different profile to traditional bullies and their targets.
<b>Location</b>	the 24/7 and any-place nature of cyber bullying

<b>Anonymity</b>	the person being bullied will not always know who is attacking them.
<b>Motivation</b>	some children may not be aware that what they are doing is bullying.
<b>Evidence</b>	unlike some forms of bullying, the target of the bullying will have evidence of its occurrence.

We will:

- ensure that all staff, children and parents have an understanding of cyber bullying.
- ensure that all staff know what to do if there are any incidents of cyber bullying.
- make sure that all children and parents understand the school policy on cyber bullying.
- listen to children when they have genuine concerns and pay attention to the warning.
- let children and parent know that we take any type of cyber bullying seriously.
- demonstrate a willingness to take action and be seen to take action, if cyber bullying incidents are reported.
- strive to develop strong relationships with parents maintaining good communication and an 'open door' policy for parental concerns.
- encourage children to respect other people online and off and not share information about their phone numbers and passwords;

## **6. How Bullying Incidents Will Be Dealt With**

Bullying will be investigated and dealt with quickly, sensitively, fairly and firmly. Children can report it to any member of staff in the knowledge that it will be taken seriously and dealt with effectively. If a member of staff feels that they are being bullied, they should report it to their line manager or the Head Teacher. Bullying of staff will be dealt with in accordance with Oxfordshire County Council guidelines.

### **Process of investigation**

1. Parents should report the bullying incident to staff as soon as possible where an investigation will take place.
2. Member of staff leading the investigation to discuss the outcome with the Headteacher
3. Following investigation, member of staff to report back to parent
4. If bullying is the outcome the Headteacher will call a meeting with the child and parents involved to end the bullying quickly and to deal with the bullying in a way that will make the child feel safe
5. If necessary and appropriate, police will be consulted by the Headteacher

## **Outcome and follow up**

1. The bully (bullies) may be asked to genuinely apologise. Other consequences or sanctions may take place (see below).
2. In serious cases, exclusion will be considered.
3. The bullied child will be monitored by our Pastoral Support Officer. This may be through observations or through informal meetings or through any of the strategies below.
4. If possible, the children will be reconciled and attend sessions with our Pastoral Support Officer.
5. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. If appropriate and further incidents indicate the need, a Team Around the Child is set up for either child to give further support.

Alongside sanctions we may use a restorative approach to help repair the harm caused by the incident and help young people be aware of the impact of their actions. These sanctions may include, but are not limited to:

- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Detentions
- Acceptable language contract
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum
- Official warning to cease
- Exclusion from certain areas of school premises
- Referral to Schools Police Liaison Officer
- Minor fixed-term exclusion
- Major fixed term exclusion
- Permanent exclusion

## **Involving Parents**

It is essential to involve parents when bullying has taken place, either in person or via mobile communication and social networking sites. The most effective emphasis in meetings with parents is on joint problem solving. The aim of the meeting is to minimise the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the victim.

We will ensure that:

- Parents are clear about the joint problem-solving focus.
- They have been given enough notice.
- The meeting is uninterrupted.

- Parents' right to express their opinion is respected and they have an opportunity to have their say.
- The meeting is purposeful and ends on a positive note.

### **Off-site Bullying**

We recognise that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. We believe that bullying is unacceptable wherever and whenever it happens.

We encourage children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- raise concerns and take steps as appropriate e.g. contacting the police to alert them to trouble spots, gangs when incidents occur in the community
- alert colleagues in other schools whose pupils are bullying off the school premises
- make contact with local police officers, sports clubs and voluntary organisations
- offer children and parents strategies to handle bullying off the school premises and guidance on how to keep safe on the internet and when using their mobile phones

## **7. Strategies to Support Those Bullied and Bullying**

The following strategies are in place to support children and staff who have been bullied:

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice.
- Providing reassurance that the bullying will be addressed in the manner that will not make them uncomfortable.
- Offering continuous support with our Pastoral Team such as counselling and training to develop self-esteem, assertiveness and confidence.
- The use of specialist interventions and/or referrals to other agencies e.g. Pastoral Support Officer, educational psychologist, Interventions from the HUB, where appropriate.
- A "safe place" can be made available, e.g. a classroom, the Library, or an office.
- A named person of the affected person's choice who can be 'instantly' available for one-to-one support within a confidential relationship.
- The opportunity to meet with the person bullying for a restorative justice meeting if appropriate.

The following strategies are in place to support and work with children who have been bullying:

- Discussing what happened with a member of staff, including an exploration of how and why the child became involved, and what they need to resolve the situation.
- Providing reassurance that their needs will be addressed.

- Offering continuous support such as counselling and training to develop self-esteem, empathy, assertiveness and confidence.
- The use of specialist interventions and/or referrals to other agencies e.g. Pastoral Support Officer, educational psychologist, Interventions from the HUB, where appropriate.
- A “safe place” can be made available, e.g. a classroom, the Library, or an office.
- A named person of the affected person’s choice who can be ‘instantly’ available for one-to-one support within a confidential relationship.
- The opportunity to meet with the person bullied for a restorative justice meeting if appropriate.
- Opportunities to turn their behaviour around by becoming an anti-bullying ambassador.

In addition, peer support schemes can be used to provide follow up support to either party, such as:

- Circle of Friends — A small number of children volunteer to support and help an individual who is experiencing difficulties.
- Peer Support—similar to above but less formalised.
- Group work amongst peers, led by staff to tackle underlying issues.
- Anti-bullying ambassadors.

## **8. Prevention**

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

- writing a set of school rules
- signing a behaviour contract
- Regular discussions about bullying in Personal, Social, Health and Citizenship Education lessons
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays) having discussions about bullying and why it matters

### **Other Prevention Strategies**

- Children can request a bullying log from the Pastoral Support Officer
- Each class agreeing on their own set of class rules at the start of the year
- Introducing playground improvements and initiatives
- School councillors acting as ‘bully busters’ so they can be approached by all children who have concerns
- Buddy bus-stop in playground
- Using praise and rewards to reinforce good behaviour and anti-bullying work by children, such as:

- House points and stickers
  - Certificates at Assembly
  - Letters home.
- Encouraging the whole school community to model appropriate behaviour towards one another
- Staff will constantly reinforce the message to children that bullying is unacceptable and will take positive action to prevent and control it
- Children who are felt to be at risk of bullying (or who have suffered from bullying in the past) will be offered additional support and guidance
- Extra supervision available to reduce the risk of bullying incidents at particularly vulnerable times such as lunch and break times and the beginning and end of the school day; and in particularly vulnerable areas around school
- Children will be encouraged to talk to staff about incidents of bullying which they experience or of which they may be aware
- The School Council meets regularly and can represent children's concerns and pass them onto the Senior Leadership Team. It regularly reviews anti-bullying development and procedures
- An Equality Policy is in operation in the school, covering what is meant by racial, homophobic, disablist, classist, gender-based, sexual, religious or other identity-based harassment. It states that such harassment will not be tolerated, and specifies how the school will respond to any such incidents
- Pastoral Support Officer and Mobility Learning Mentor are available at regular times for any child to talk to
- Staff use restorative approaches to help resolve issues where appropriate
- All staff, including support and administrative staff are trained to deal with issues relating to bullying and violence
- School Newsletter – news and updates about bullying and behaviour are mentioned periodically in the school newsletter to all families
- This policy and the child-friendly version of it created by School Council is displayed on an easily accessible display and is discussed with children/staff and parents at the beginning of each year
- Involving the whole school community in writing and reviewing the policy
- Prominently displaying anti bullying posters produced by the children around the school

Should parents be unhappy with how the process has been dealt with, we would encourage parents to follow the procedures in the school complaints policy.

### **Prevention Through Education**

Education and awareness-raising about diversity, discrimination and bullying is delivered through:

- The curriculum (Circle time, projects, SEAL, PHSE, Citizenship lessons), where issues surrounding bullying and any ideas to make situations better can be discussed, for example exploring:
  - Diversity, tolerance and discrimination
  - Why do people bully each other?
  - What are the effects of bullying on the bullied, on bullies, and on bystanders?
  - What can we do to stop bullying?
  - How children can constructively to manage their relationships with others
- Assemblies where children will be informed of the school's zero-tolerance policy and the actions that will be taken to prevent bullying taking place
- Making national anti-bullying week a high-profile event each year
- Drama—can be part of a drama lesson or a social stories session, with role-play a powerful vehicle. to help children be more assertive and teach them strategies to help them deal with bullying situations
- Computing lessons covering e-safety and cyber bullying
- Adults model appropriate behaviour towards each other and to children

## 9. Monitoring

This policy is reviewed on an annual basis by curriculum Performance and Standards Committee, Leadership Team and School Council.

The monitoring of the effectiveness of the policy will be undertaken in a variety of ways including:

- Termly review of the effectiveness of interventions via SLT meetings
- Annual school questionnaires to parents and children
- School Council Review
- Review of Personal, Social, Health and Cultural Education (PSHCE) assessments
- Parental Self Evaluation Questionnaires
- Pupil Evaluations/Questionnaires

## 10. External Support

Anti-Bullying Alliance – [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Kidscape - [www.kidscape.org.uk](http://www.kidscape.org.uk)

Childline – 0800011111

Bullying Online – [www.bullying.co.uk](http://www.bullying.co.uk)

Parentline plus – [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

Cyberbullying.org – [www.cyberbullying.org.uk](http://www.cyberbullying.org.uk)