



**Ryelands** Primary and Nursery School

# Anti-Bullying Policy

This policy should be read in conjunction with the following documents:

- Behaviour Policy
- Safeguarding Policy
- Attendance Policy
- Single Equalities Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Online safety Policy
- PSHE and Values Education Policy



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## 1. Ryelands School – Statement of Principles

### ***Imagine believe achieve***

*In our school community, every individual is respected, valued and nurtured; we share a belief about every child's ability to exceed their dreams.*

*We teach children to love life, themselves and the world around them. Through learning, we foster curiosity, perseverance and resilience.*

*We believe that our attributes are not fixed; that our abilities and intelligence can grow through engagement, effort and by embracing challenge.*

**"Bullying in any form is always unacceptable."**

### **What is Bullying?**

Staff and Governors at Ryelands Primary and Nursery School accept the definition:

***"Bullying is persistent behaviour by an individual or group which knowingly, deliberately and systematically causes/seek to cause, or encourages others to cause, pain, distress, anxiety or fear to another individual or group whether physically, verbally or emotionally."***

We teach children about this every year during anti-bullying week and reinforce whenever there is a need to. The children are familiar with the acronym STOP to help them understand if bullying is taking place:

S- Several

T- Times

O- On

P- Purpose

Children are urged to speak with school staff if they are concerned about bullying.

The Anti-Bullying Alliance defines bullying as *"the repetitive, intentional hurting of one person by another where the relationship involves an imbalance of power"*.

The DfE (2022) quotes that:

There is no legal definition of bullying.

However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing

- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

### **Types of bullying**

There are different ways in which bullying takes place.

All bullying is “emotional” and plays on an imbalance of power.

Bullying can be **REPEATED** deliberate acts done to cause distress. Bullying behaviour is carried out to give a feeling of power, status or other gratification to the bully / bullies. Bullying can occur through several types of anti-social behaviour. It can be:

- **Emotional**: being unfriendly, excluding, tormenting.
- **Physical**: pushing, kicking, hitting, or any use of violence.
- **Racist**: racial name calling, graffiti, unacceptable gestures.
- **Verbal**: name calling, spreading rumours, teasing.
- **Sexual**: unwanted sexual contact, sexually abusive or comments.
- **Damage to Property or Theft**: children may have their property damaged, taken off them or stolen.
- **Homophobic/biphobic/transphobic**: behaving or speaking in a way that may makes someone feel hurt, angry or upset because of their actual or perceived sexuality or gender. Children may be targeted because of their appearance, behaviour or physical traits or because they have friends or family who are lesbian, gay, bisexual, or transgender.
- **Peer on peer**: peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age;
- **Cyber/Online**: Cyberbullying is bullying that takes place over digital devices like mobile phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums or other online platforms. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

### **Examples of cyberbullying or online bullying include:**

- Text messages or emails that are derogatory and / or abusive;
- Rumours sent by email or posts on social media sites, such as chatrooms, TikTok, Facebook, Twitter or Snap Chat;
- Publication of embarrassing pictures or video clips on social media; Publication of fake profiles on social media sites such as Facebook, Twitter, Instagram or Snapchat.

At Ryelands Primary and Nursery School we understand that some pupils can be particularly vulnerable to bullying because of “differences”, real or perceived. Real or perceived differences can relate to:

- Appearance
- Ability
- Health
- Family or home circumstances, e.g. looked after children or young carers
- Social class
- Race, religion or culture
- Disability / Special Educational Needs
- Sexual Orientation of either the pupil or members of their family

- Gender

### **What Bullying Isn't**

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling or arguments. These instances are still unacceptable, but would be dealt with by using the restorative approach that underpins our behaviour policy.

### **Effects of Bullying**

Bullying can affect pupils in a number of different ways. When pupils are bullied, their lives are made miserable; they may suffer injury or feel unhappy about coming to school. Over time, they may lose self-confidence and self-esteem, often blaming themselves for inviting bullying behaviour.

At Ryelands Primary and Nursery School, our top priority is the safety and well-being of our pupils. As a staff, we are committed to preventing bullying, and tackling it on the rare occasion that it does occur.

### **Anti-Bullying as part of the wider curriculum**

At Ryelands Primary and Nursery School, we ensure that any forms of bullying are dealt with quickly and effectively and that children are educated through our PSHE curriculum as part of our wider safeguarding duty. This is the duty of all adults within school. Our PSHE Policy and curriculum outline how we approach the education of pupils in terms of bullying.

At Ryelands Primary and Nursery School, consideration is given about preventing bullying and helping pupils to interact positively in all aspects of school life, from the classroom to the playground, to the dinner hall.

### **What do we do as a school when bullying takes place?**

Parents can be assured that the school takes all reports of bullying very seriously. Our priority will be to support all children involved. It is the school's responsibility to assess the seriousness and to determine the appropriate action that should be taken.

We will work to help and support those responsible to understand the impact of bullying and to change their behaviour. We have to assess the seriousness by asking key questions such as:

- Was the act done on purpose knowing it would hurt?
- What was the actual hurt suffered?
- How many times has the bullying taken place?
- How long has the bullying been going on?
- Have those involved also bullied other pupils?
- Was there any provocation?

### **What do we do as a school to prevent bullying?**

We want all our pupils to understand the nature of bullying and the effects it has. We want children to know that bullying in any form is not acceptable, and that they must report it immediately if they or anyone else is being bullied. We want them to know that it is not acceptable for anyone to encourage bullying by others and not acceptable to do nothing if they know it is taking place. In school we work hard to prevent bullying taking place. Some of the ways we do this are:

- Our Values curriculum provides frequent and regular opportunities to explore themes such as empathy, acceptance, respect and unity.
- Using assemblies to talk about bullying and give out key messages.
- Taking part in Anti-Bullying Week.
- Daily whole class check-in sessions where children have the chance to discuss how they feel.

- Reviewing all behaviour incidents which includes bullying type behaviours on a weekly basis with the Pupil Support Manager and Head Teacher.
- Clear procedures for staff to raise concerns about bullying with the Pupil Support Manager and Head Teacher.
- Termly reports to governors about behaviour incidents, including bullying.
- Ensuring that they are clear links between personal, social and health education, citizenship, values education, religious education and other curriculum areas. So, all pupils are able to extend and apply their learning in all subjects.
- Our behaviour policy is based on positive relationships, and encourages children to “put things right” with guidance from staff who are trained in restorative practice.
- Recognising the importance of the physical organisation of our school and the organisation of breaktimes and lunchtimes. This includes: staggered lunchtimes, additional staff on the playground, nurture lunches and SLT and pastoral staff available to all children during these times.
- Supervision by staff in classrooms and outside at breaks and lunchtimes.
- Adults modelling language and behaviours for children to follow and learn from.
- Adults challenging inappropriate and/ or abusive language.
- Staff from the Pastoral Team available to talk to vulnerable children at playtimes and lunchtimes to ensure all children feel safe in school.
- Planned sessions with the Learning Mentors for any children for whom there are concerns around being bullied/bullying behaviour.
- Use of Thrive to create individual action plans for any children who have difficulties with social and emotional development.
- Pastoral weekly meetings, analysing and cross-referencing behaviour concerns/ staff concerns and parent concerns.

### **Roles and Responsibilities**

Pupils/Parents and all staff at Ryelands Primary School take a shared responsibility for promoting good behaviour.

### **What is my responsibility as a pupil at Ryelands Primary and Nursery School?**

- I will follow the Ryelands 3 Rs: Respect, Responsible and Ready to Learn.
- I will be proud to be a member of our school.
- I will be polite, well behaved and courteous.
- I will talk to someone if I feel worried, upset or concerned about anything.
- I understand that if I am involved in bullying or witnessing bullying without reporting the incident, it could lead to serious action.
- I will treat everyone at our school with respect.
- I will take responsibility for my own actions.

### **What are my responsibilities as a parent?**

- I understand all children, parents, visitors and staff of Ryelands Primary and Nursery School should feel valued and safe.
- I will support my child to participate in the life of the school and actively encourage my child with their learning.
- I will support my child to the best of my ability to follow and respect the school’s Behaviour Policy.
- I will report any of my worries or concerns to the school following the correct channels, e.g. informing the class teacher, Learning Mentor or a member of SLT, who will then record the concern and agree actions.

**What is my role as a member of staff at Ryelands Primary and Nursery School?**

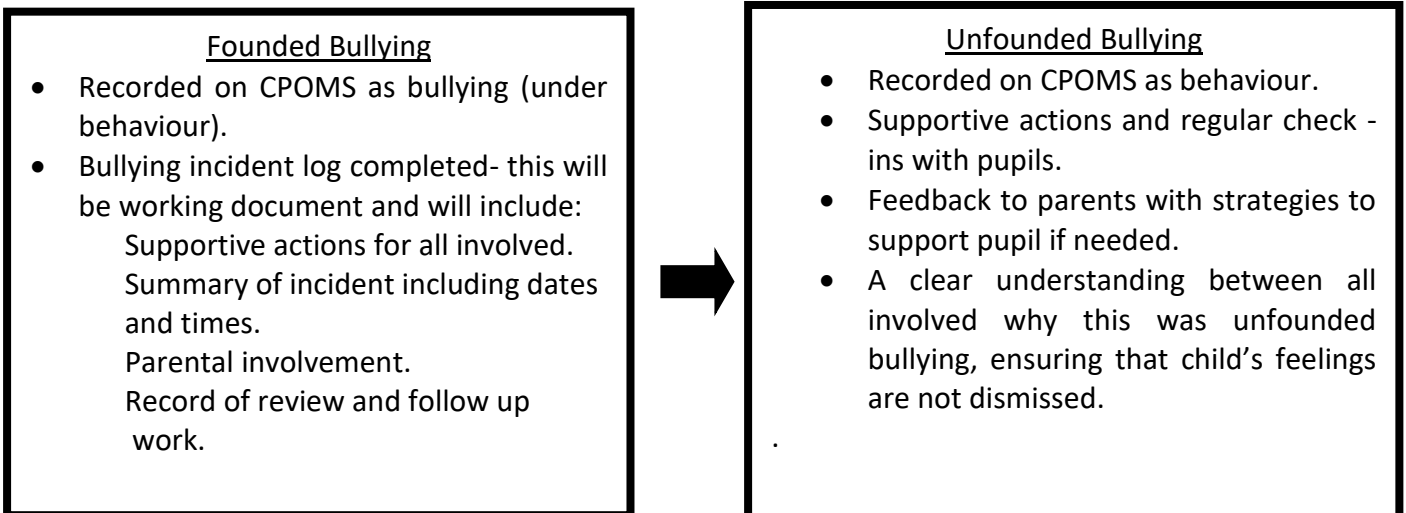
- I will identify strongly with the school and be proud to be a member of staff.
- I will actively establish positive relationships with pupils and parents.
- I will follow and implement the school's Behaviour policy.
- I will handle any worries or concerns brought to my attention in a sensitive and caring manner.
- I will be available to children if they need to speak about their worries or concerns.
- I will share any reports of bullying with the appropriate staff.
- I will record incidents in a manner which reinforces the school's Behaviour and Anti-bullying policies.
- I will respond to worries and concerns, so children understand that they are being listened to.
- I will follow up on incidents to show I am committed to supporting the child and, as a school, we are supportive of all children's needs.

## Investigating Bullying Concerns at Ryelands Primary and Nursery School.

### Our initial action is to establish if the concern is bullying we do this by:

- Listening to the adults /child's concerns.
- Speak with other adults and children.
- Ensuring all children's /adults feelings are validated and respected.

### Full investigation to take place to establish if bullying is founded.



Staff member to liaise with pupil's parents/careers /phase leader /class teacher throughout the investigation

All children's well-being is at the forefront of any investigation.

After an incident has occurred:

- Parents will be kept informed by regular meetings or phone calls by the Learning Mentor, Pupil Support Manager or senior member of staff.
- Preventive work will be carried out within the class setting.
- Restorative conferences will be done within school with the key individual or groups of children.

### **Signs and Symptoms:**

There may be signs or behaviour that a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices such signs or symptoms should investigate further and take action if necessary.

They may include:

- Fear of going to or from school/ Unwillingness to go to school/ Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)/
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable

## Investigating Bullying

A concern about bullying behaviour witnessed or reported to member of staff: initial assessment made on severity of the behaviour –low, medium or high level

<b>Level of severity – Examples</b>	<b>Strategies/ Actions in response</b>	<b>Strategies for assessing effectiveness</b>
<p><b>Low level</b></p> <ul style="list-style-type: none"> <li>• Teasing name calling of low-level names.</li> <li>• Slight push or shove.</li> <li>• Moving seats from pupil.</li> <li>• Refusing to work with.</li> </ul>	<ol style="list-style-type: none"> <li>1. Member of staff talks to those involved.</li> <li>2. School’s policy on bullying reinforced.</li> <li>3. Pupil who has been targeted to report any unpleasant behaviour immediately to member of staff and parent/ carer.</li> <li>4. Member of staff decides to inform other members of staff to closely monitor children involved.</li> </ol>	<ol style="list-style-type: none"> <li>1. Staff to have informal check-ins with the pupil to ensure they feel happy in school.</li> <li>2. Pupils feel they can report any feeling of unpleasantness to an adult.</li> <li>3. Staff notice that pupil has been happy and settled in school with no incidents.</li> <li>4. Pupil is back to their “normal self”.</li> </ol>
<p><b>Medium level</b></p> <ul style="list-style-type: none"> <li>• As above.</li> <li>• Increasing even after step one has been followed.</li> <li>• Targeted because of a certain part of their personality.</li> </ul>	<ol style="list-style-type: none"> <li>1. Staff member decides that behaviour needs further investigation and discusses concerns with the Phase Leader, Pupil Support Manager and Head Teacher.</li> <li>2. Behaviour investigated to assess nature and severity of the behaviour of all those involved including bystanders.</li> <li>3. Behaviour incidents on CPOMS checked and parents informed. Whole class/ Phase focus regarding bullying.</li> <li>4. Assessment completed and recorded.</li> <li>5. Victim, bully and bystanders supported. Shared in briefing for all staff to closely monitor children involved.</li> <li>6. Review effectiveness of actions taken within appropriate timescale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</li> <li>2. Parents are engaging with school and sharing their thoughts.</li> <li>3. Strategies that have been put in place to support the pupil are followed through and recorded.</li> <li>4. The bullying stops and the pupil is aware of strategies to cope with incidents.</li> <li>5. Pupil is back to their “normal” self.</li> </ol>
<p><b>High level</b></p> <ul style="list-style-type: none"> <li>• If the pupil’s emotional wellbeing is affecting their day to day life.</li> <li>• A child is deliberately targeting the pupil to physically assault</li> </ul>	<ol style="list-style-type: none"> <li>1. Member of staff immediately informs a Senior Member of Staff.</li> <li>2. Senior member of staff informs parents immediately and meetings arranged as soon as possible.</li> <li>3. Senior member of staff investigates and decides whether case needs to be referred to external agencies.</li> <li>4. Assessment completed with details recorded and appropriate action implemented.</li> <li>5. Review of effectiveness of action taken within appropriate timescale.</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupil understands and feels comfortable that the incident is being investigated through formal check-ins with all concerned.</li> <li>2. Through regular meetings with senior staff investigating, the pupil will willingly engage and talk about how they feel.</li> <li>3. Parents are engaging with school and sharing their thoughts.</li> <li>4. The bullying stops and the pupil is aware of strategies to cope with incidents.</li> <li>5. Pupil is back to their “normal” self.</li> </ol>

### **Possible actions school may take depending on seriousness of the bullying**

We expect that low-level bullying will be dealt with quickly and sensitively by the member of staff immediately involved. The member of staff will talk with all involved to understand what has happened and then with those responsible for the bullying to give the “evidence” of distress/ hurt and to reinforce the view that bullying behaviour is unacceptable. Those responsible will be expected to make a response to the victim in form of an apology and in seeking to improve the relationship. Those being bullied will be told to talk with their parents/carers and to report immediately if anything happens again.

For more serious bullying or repeated bullying, there will be a further investigation after discussion with the Pupil Support Manager, Phase Leader and Head Teacher. All those involved, including the bystanders, will be talked to and



their behaviour records checked. Parents will be informed, involved as appropriate and provided with regular feedback. A formal record of the incident will be made. The school will determine the appropriate action to be taken.

Where the bullying is judged to be a high level of severity, it will be immediately reported to the Headteacher or a senior member of staff.

Consideration will be made as to any additional support needed to prevent further bullying, including support to develop protective skills for those bullied and help to change the behaviour of those bullying. A decision will be made about referral to and involvement of specialist external support services.

Ryelands Primary and Nursery School encourages children to speak out to adults regarding bullying as even just being a bystander can affect how people feel and could carry consequences.

All consequences will be in line with our behaviour policy, will be clearly defined and shared with staff, pupils and parents involved in the incident. Actions will be followed through and then monitored.

### **Monitoring and Evaluation of this Policy**

All aspects of behaviour are documented and reviewed daily. Every week, the Pupil Support Manager and Headteacher meet and review all behaviour logs. Each half term, there is a comprehensive analysis of trends in behaviour, including any reported founded incidents of bullying. This analysis includes the different types of bullying and the actions taken to address any incidents and is shared with the governors.

Key outcomes of behaviour including bullying are shared in the termly Headteacher's Report to Governors. Key outcomes are further discussed at the weekly meetings with the Pupil Support Manager, Phase Leaders and Learning Mentors.

The Governing Body will monitor this policy's effectiveness through the Headteacher's Report. They will consider comments from parents and their own perceptions when visiting school.

### **What you can do if you feel you are being bullied**

Pupils:

- Tell any member of staff or ask your parents, carers or friends to tell for you.
- Ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit [www.childline.org.uk](http://www.childline.org.uk) .

Parents and carers :

- Speak to staff members in school- any member of staff can support you if you have a concern about bullying
- Arrange an appointment with a Learning Mentor on our school office number- 01524 64626
- Family Lives on 0808 800 2222 or [www.familylives.org.uk](http://www.familylives.org.uk) .
- National Bullying Helpline on 0845 225 5787 or [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk) .