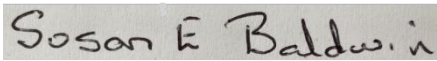




Anti-bullying Policy

Document Status	Non-Statutory	
Category	Wellbeing and safeguarding.	
Version	V1	
Approval level	Governing Body	
Author	Head Teacher	
Date ratified / adopted	Approved by FGB November 2023 Reviewed by HT/COG September 2024 in light of KSCIE Updates - no substantive changes made.	
Ratified / adopted by	Title	Chair of Governors
	Signature	
Review Cycle	Annually	
Responsibility	Head Teacher	
Next review due	July 2025	
Associated guidance	Keeping children safe in education 2024 Preventing bullying - GOV.UK (www.gov.uk)	
Related policies / documents	SEN Policy Behaviour policy Safeguarding policy Peer on Peer abuse policy.	
Document Change History		
Version	Date	Comments - reviewed/amended/approved
V1	September 2021	New Policy written to outline phase based approach to bullying incidents.
V1	September 2021	Reviewed by Governing Board and Approved
V1	October 2023	Recording of incidents added [Appendix 3] and chronology [Appendix 4] added
V1	September 2024	Reviewd and updated in line with KCSIE 2024

Trekener CP School acknowledges that bullying can have a significant impact on the physical, emotional and social well-being of children and that both children who are bullied and who bully others may have serious, lasting problems. Consequently, we have a zero-tolerance policy in school. All bullying incidents are dealt with robustly using the procedures outlined in this policy.

Bullying Definition

In order to be considered bullying, behaviour must be aggressive and include:

- An Imbalance of Power: Children who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally and excluding someone from a group on purpose.

Types of Bullying

There are four types of bullying:

Verbal bullying is saying or writing mean things. Verbal bullying includes:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:

- Leaving someone out on purpose
- Telling other children not to be friends with someone
- Spreading rumours about someone
- Embarrassing someone in public

Physical bullying involves hurting a person's body or possessions. Physical bullying includes:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's things
- Making mean or rude hand gestures

Cyber Bullying involves the use of electronic communication. Cyber bullying includes:

- the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten, embarrass or intimidate someone

Trekener C.P. School believes that its policy against bullying must be seen as an integral part of its whole school intent, which is to support children to be resilient, life-long learners who are armed with the knowledge and skills to be effective local and global citizens within an ever-changing society.

Our approach to bullying is a 'whole school' approach. We do expect everyone to act with courtesy and consideration to others at all times and to always try to understand the other person's point of view. Neither staff nor pupils will condone or ignore bullying of any nature and anti-social behaviour will not be tolerated.

Our children are well informed of the zero-tolerance to bullying through activities such as those delivered through Circle Time, PSHE, assemblies and our participation in National Anti-Bullying Campaigns. All members of the school are encouraged not to accept bullying of any form and if they ever experience, see or suspect bullying is taking place to **ALWAYS** speak up and **TELL** someone.

Our school will:

- support staff to identify and respond to bullying
- make pupils aware that we listen and all bullying issues will be dealt with sensitively and effectively
- work towards creating an anti-bullying culture
- ensure that parents/carers expressing concerns about bullying have them taken seriously
- learn from effective anti-bullying work elsewhere
- discuss, monitor and review incidents of bullying

Trekener CP School understands that Bullying is unfortunately something that can happen here and we believe that a robust preventative approach is the best way of tackling this.

Our Policy aims to:

1. prevent bullying
2. deal promptly with any incident of bullying if, and when, it occurs
3. promote self-esteem among all pupils.
4. encourage pupils to speak out and **TELL** if bullying is taking place either to themselves or others

Our Policy is Based on Trust Between Pupils and Staff and will:

1. raise awareness throughout the curriculum
2. give pupils opportunities to talk about bullying in general (e.g. through Circle Time, assemblies and PSHE lessons).
3. ensure that key areas of the school grounds, buildings etc. are monitored by adults.

Prevention

We believe that the best way to deal with bullying is prevention. As a school we use the following preventative measures:

- PHSE lessons focusing on relationships.

- A well established "Tell About Bullying" strategy to ensure all children are aware of what bullying is and what to do if they see it or think it is being done to them.
- Regular circle time to allow children to reflect and consider behaviours.
- High quality E-safety teaching.
- High quality school assemblies.
- Anti-bullying weeks themed around specific and relevant issues.
- High quality and robust positive behaviour and relationships system.
- Regular opportunities for collaboration and team building skills.
- Focused interventions such as Lego-therapy and Trauma Informed Schools where appropriate.

Dealing with incidents

Stage 1

Often when "bullying behaviour," is reported. The first step is to establish whether it is bullying. Often it can be a "fall out" or misunderstanding between children. Stage one is led by the class teacher who will speak with the children and look to identify if the behaviour is bullying or if it is a matter that can be resolved through mediation. Often such sessions help children to develop a shared understanding and can resolve most matters. The class teacher will inform parents individually of what has happened to keep them updated on the situation.

Stage 2

If the problem persists, the teacher will invite the parents of the children individually for a meeting to discuss the matter. Strategies will be agreed and all staff will be alerted to monitor the problem. An incident record will be established to log incidents and monitor the situation. The class teacher will meet again with parents at the end of the week to discuss progress and regular meetings will be established to give feedback to parents.

Stage 3

If problem persists the matter will be referred to the Headteacher. The headteacher will speak with the children reinforcing the seriousness of the problem and the way forward. The headteacher and class teacher will then meet the parents of all children involved individually. Issues will be explained and actions agreed moving forward. Monitoring processes will continue and end of weeks procedures repeated. Regular feedback will be provided to parents.

Stage 4

If all other stages have failed and the problem still persists more formal action will be considered such as isolation or possible exclusion [in line with the schools positive behaviour and relationships policy].

Parents will be kept regularly updated throughout the processes.

RECORDING

Incidents of bullying should be recorded using the **Recording of Incidents** Form [Appendix 3] and kept in the file in the Headteachers office. The incident should also be

reported to the Head teacher and/or the DSL/DDSL who will advise if the incident should also be recorded on MyConcern.

The Head teacher will then keep a chronology of incidents [Appendix 4] to record action taken and any follow - up required.

Our Policy will be Made Clear to the Following Groups :

- **staff** - teaching/non-teaching
- **pupils**
- **parents** - web site
- **governors**

Our policy will be continually monitored by the whole school community and will be reviewed and updated. It should be read in conjunction with 'Possible Signs of Bullying' (Appendix One) and 'Action Guidance Notes' (Appendix Two) which follow.

If you suspect your child is being bullied please contact your child's class teacher in the first instance.

APPENDIX ONE

Possible Signs of Bullying

Observation.

Parents and Teachers are in ideal positions to be able to observe changes in a pupil's behaviour, which may indicate that they are being subjected to bullying, **so look out for:**

- Items of clothing, property, schoolwork, etc. that are damaged or lost more often than you would consider to be normal
- Frequent injuries to the child (bruises, cuts, etc)
- Withdrawal, which may lead to low participation in school and other activities, isolation or self-harm
- Those who spend a lot of time in their bedroom, possibly crying; who find it difficult to sleep, wet the bed or have nightmares. Teachers within school may be aware that the pupil always appears tired
- Educational attainment being slowly or suddenly reduced
- A reluctance to go to school.
- Poor self-esteem, which inhibits pupils from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations and standards of work
- Anxiety and depression, which can lead to intermittent and long-term absence from school, physical illness or psychosomatic complaints
- Requests to be accompanied going to and from school, or to go by a different route. If this is longer than the previous one, it could well indicate that bullying has been occurring along the previous route.
- Money in the house or school going missing
- Depression in the child. Reluctance to eat or play normally. Child appears generally unhappy, miserable, moody and/or irritable
- The pupil who threatens or attempts to commit suicide

Taken individually, or even collectively, the above may not be due to bullying, but a combination of even some of these signs could be a good reason to suspect it. If a pupil is showing signs of, or is experiencing ANY of the above, it can be an indication that all is not well, the pupil is not happy and therefore, whatever the cause, it should be investigated.

APPENDIX TWO

Action Guidance Notes for Teachers and Parents when Dealing with Suspected Bullying

OBSERVE...LISTEN...ACT...RECORD

When bullying has been brought into the open, the way should be made clear for everyone to work together, to support those involved and resolve the matter quickly. By making it clear that anti-social behaviour will not be condoned by anyone, there will be nowhere for the bully to hide. If the event is particularly violent or no perceived improvement is noted and bullying continues, the Headteacher may well decide that exclusion is the only way to ensure the safety of everyone in the school.

The following suggestions are actions to be taken by pupils, parents, and school staff to identify and deal with bullying in school:

OBSERVE ... Look for changes in behaviour, patterns of absenteeism, and anything unusual. Don't jump to conclusions but be vigilant to emerging patterns of behaviour.

LISTEN ... with empathy and tact. Provide a quiet area where the pupil can talk to someone they can trust. Never promise pupils that things will remain confidential and always explain what you intend to do next. Always follow through with this and let children know what you have done.

ACT ... do something positive. Provide good role models, safe havens, programmes on conflict resolution, assertiveness training. Keep the pupils involved, get their suggestions. Once identified, restrict the opportunities the bully has for bullying. Break up troublesome groups. 'Police' problem areas. If necessary follow safeguarding procedures as outlined in the schools' Safeguarding and Child Protection Policy.

RECORD ... keep records of incidents and actions as well as concerns to spot patterns, triggers and successful ways of resolving issues.

Remember the following contacts can be useful when seeking help: -

Childline 0800 1111 www.childline.org.uk


National Society for the Prevention of Cruelty to Children - www.nspcc.org.uk 0808 800 5000

Anti-bullying Cornwall - 0800 5875991 or e-mail: abc@vscornwall.org.uk
Cornwall Anti-racism Project 07881 551320

Victim Support Cornwall 0845 0567 999 e-mail: support@vscornwall.org.uk

APPENDIX 3

RECORDING OF INCIDENTS

 Record of Bullying Incidents	
Date/time of incident	
Children involved (including bystanders)	
Where incident took place (playground, classroom, etc)	
Type of bullying (physical, verbal, indirect, cyber)	
Form of bullying (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Brief summary of incident (Also keep record of witness statements)	
Member/s of staff reported to/witnessed by	
Impact of incident	
Action <u>taken</u>	
Follow up action (including dates)	
Signed (name)	
Date	

APPENDIX 4

CHRONOLOGY

 Chronology of Bullying Incidents				
Date	Name/s	Brief Description	Action Taken	Follow Up