

# **GAINFORD C of E PRIMARY SCHOOL AND PRE-SCHOOL**

Together we love, learn and flourish



## **Anti-Bullying Policy**

|                                       |                     |
|---------------------------------------|---------------------|
| <b>Date Adopted by Governing Body</b> | <b>January 2023</b> |
| <b>Review Period</b>                  | <b>Annually</b>     |
| <b>Review Date</b>                    | <b>January 2024</b> |

## **The United Nations Convention of the Rights of the Child States:**

Article 15 (freedom of association) Children have the right to meet together and join groups.

Article 19 (Protection from all forms of violence) Children have the right to be protected from being hurt and mistreated physically and mentally.

Article 29 Children should be able to live peacefully

### **Valuing All God's children (2019)**

'Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value'.

*Justin Cantuar The Most Revd and Rt Hon Justin Welby in his role as Archbishop of Canterbury (2019)*

*Valuing All God's Children (2019)*

### **Statement of Principle**

'Together we love, learn and flourish'

Gainford C of E Primary School and Pre-school seeks to provide a safe, secure, caring and positive environment in which children and young people can develop, grow and flourish. We strive to do this by living out our Christian Values in everything we do, in our day to day activities.

Children, young people and the adults involved with them are entitled to be treated with respect and understanding, and to participate in any activity free from intimidation.

Gainford Primary seeks to ensure that those acting on behalf of the school and therefore the Local Authority:

- Actively listen to children and young people;
- Act appropriately on information received;

in order to ensure that a safe, secure, positive environment exists.

Furthermore, because bullying that happens outside the school can have such a negative impact in school, allegations of bullying behaviour that occur outside school premises may be also investigated and dealt with appropriately.

## **The Nature of Bullying**

Bullying is a subjective experience and can take many forms, making it extremely difficult to define. Children, young people and adults can bully. The nature of bullying is changing and evolving as technology develops.

Bullying is harmful to all involved, not just the bullied, and can lead to self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and sometimes even suicide. Bullying generally fits into one of two categories: emotionally or physically harmful behaviour. This includes: -

Name calling; taunting; mocking; making offensive comments; kicking; hitting; pushing; taking belongings; text messaging; emailing; gossiping; excluding people from groups; and spreading hurtful and untruthful rumours.

Definitions are different and individuals have different experiences; however, from the accounts heard from children and young people, bullying is considered to be;

- Repetitive, wilful or persistent
- Intentionally harmful, carried out by an individual or group
- An imbalance of power leaving the victim feeling defenceless

Some individuals may feel that they are being bullied, even when there is no intention from others to cause them distress. Such perceptions of bullying should be taken seriously.

In more serious instances where adults abuse their power over a child or a child does over another child, bullying may be viewed as child abuse and should be seen within this context.

Bullying is always damaging to those involved. The victim, the bully and those who witness or even know about the bullying are affected.

## **Victims**

Victims may spend their lives in fear. They often feel isolated from their peers and may believe that it is something about themselves which has led the bully to pick on them.

The victim's life may be characterised by unhappiness, a sense of desolation and desperation and exclusion from normal social experiences. These feelings can permeate all aspects of the victim's life and may lead to a strong desire to escape the situation by running away from home, truanting from school, and in some cases, self harming or taking their own life.

The victims of bullying may have reduced self-esteem and self-worth and their performance in school and other areas often deteriorates.

Research evidence has shown that victims of bullying may be more likely to experience mental health problems. Victims of bullying may well become socially excluded – which is a clear risk factor to becoming engaged in crime.

## **Bullying Behaviour**

Bullying behaviour is not a natural part of growing up and should not be seen as such.

Children and young people who bully are unlikely to stop while they can continue unchallenged.

## **Others**

Bullying behaviour does not just affect the victim and the perpetrator. Those who witness or know of bullying may live in fear that it will be their turn next.

Bullying promotes poor models of behaviour and may encourage others to imitate these models. Children and young people who have been bullied in one setting may well become bullies in another.

For children transferring from primary to secondary schools the fear of bullying can be common.

Evidence has shown that bullying is a major concern for parents and children of all ages.

## **Organisations**

Organisations which encourage or even tolerate bullying are less effective. Where the values and culture of the organisation are dominated by fear and misuse of power, individuals are less efficient, morale is lower and absence is more frequent.

## **Requirements**

The Local Authority and Gainford CE Primary School and Pre-school working on its behalf with children and young people recognises and state categorically that bullying is unacceptable and will not be tolerated.

All those organisations working on behalf of the County Council with children and young people are required:

- To reflect the Statement of Principle in their own Anti-Bullying Policy, or to adopt the County Council policy;
- To identify how they will put this policy into practice;
- To involve children and young people in the development of this policy and practice;
- To produce a document which is published and communicated and available for all those who are directly, or indirectly, involved with the organisation;
- To have a group, of staff who will have the responsibility for co-ordinating the implementation of the policy;
- To make clear that everyone has a responsibility for the safety of others;
- To identify and provide appropriate training in relation to bullying behaviour for adults, children and young people;
- To raise awareness of adults, children and young people about bullying
- To ensure that all staff and volunteers involved with children and young people are able to maintain and develop positive relationships with them
- To provide and encourage a safe, listening environment in which adults, children and young people feel free to discuss their concerns regarding bullying behaviour.

## **Expectations**

Gainford CE Primary School and Pre-school expects that:

- All adults, children and young people should be alert for signs of bullying;
- The issue of bullying should be discussed in schools and other settings openly and regularly;
- Close links will be developed with agencies which might help reduce bullying behaviour e.g. the Anti-bullying Service, Behaviour Support Service
- a commitment is made to take effective and appropriate action in dealing with bullying behaviour;
- Appropriate mechanisms are developed for:
  - making children and young people who allege they have been bullied immediately safe

- a 'Buddy Scheme' and School Council
  - investigating incidents and clearly stipulating what action will be taken as part of that investigation
  - recording incidents and the subsequent action taken
  - giving consideration to confidentiality issues
  - involving parents and other organisations
  - Monitoring and evaluating the actions taken
- Organisations will provide appropriate training and support for the victims of bullying – eg staff, governor and pupils training
  - Organisations will provide appropriate help for those involved in bullying behaviour;
  - Organisations will have to give careful consideration to how their Anti-Bullying Policy links with the Child Protection procedures.

## **Anti-Bullying Policy Guidelines**

### **1. Introduction**

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. Organisations that put up with bullying do not work as well as they could and people within such organisations are often unhappy.

We know from experience that children and young people who are being bullied often find it difficult to tell someone. Part of this difficulty can stem from their uncertainty about what will happen if they **do** tell. By making available clear guidelines, we can go some way to overcoming this difficulty.

These guidelines are based upon three important points:

- We cannot expect children and young people to draw attention to bullying when it happens – the adults must accept responsibility and take steps to make sure that they are aware of what is happening.
- It is up to **all** adults within an organisation to take bullying seriously, and to do something about it.
- Adults must be a positive role model in the way they treat other adults, or children and young people. Their own behaviour must not be seen to encourage bullying.

## **2. Signs of Bullying**

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes.

There is a need to be alert to the possibility that bullying is occurring. These are some signs which need to be investigated sensitively: -

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, unco-operative or non-communicative.
- Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- Have sleep or appetite problems.
- Have more difficulty in concentrating.
- Show variation in performance.
- Have cuts, bruises or aches and pains without adequate explanation.
- Request extra money or start stealing.
- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern of behaviour e.g.
  - A sudden loss of interest in a previously favoured activity
  - Changing times of coming to and going from the house
  - A reluctance to (or no longer wishing to) leave the home
  - A request to change school, youth club, etc.
  - A refusal to return to a place or activity

**SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS**

**THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING**

### 3. Guidelines for Staff

**Children and Young People have the right to be safe. All staff have a responsibility to keep them safe.**

It is the responsibility of staff to ensure that their establishment has an Anti-Bullying Policy. All staff should be aware of the need to raise anti-bullying issues regularly. For successful implementation, the Policy must be reflected in the systems and procedures of the organisation. There must also be effective monitoring of the frequency and nature of bullying within the organisation.

The following actions may be taken to ensure that awareness of bullying is raised within an organisation: -

- There is a named a member of staff responsible for co-ordinating anti-bullying issues (currently Mrs Riley)
- There is Anti-Bullying Policy that has involved the children in the school. (Anti Bullying Policy Pupil Voice)
- The Anti-Bullying Policy is reviewed annually.
- Staff and young people are informed of developments on bullying issues by posters, leaflets, and in schools, assemblies and PSE lessons.
- Specify clearly those types of behaviour that are considered to be bullying and therefore unacceptable.
- Positively encourage co-operative behaviour.
- Reward non-aggressive behaviour.
- Provide support to victims of bullying
- Provide support to those alleged to be bullying
- Make it possible for children and young people to voice their concerns anonymously
- Provide staff training about bullying.
- Review arrangements for supervising young people, particularly if areas where bullying occurs regularly are identified.
- Make the environment attractive and “owned” by the young people.



## **Immediate Action for Staff**

### **ENSURE THAT BULLYING INCIDENTS ARE DEALT WITH PROMPTLY**

The following actions are appropriate for use with **both** children and young people who are bullied and those who are involved in bullying.

- Ensure the immediate safety and well-being of children and young people
- Protect and support all parties while the issues are resolved
- Take the necessary steps to stop the bullying
- Listen to and treat children and young people sympathetically and take their concerns seriously
- Encourage children and young people to discuss the incidents of bullying
- Involve children and young people in the discussion about what action will be taken
- Offer time for reflection and Forgiveness
- Consider a range of strategies to ensure that bullying does not occur again
- Record incidents and actions being taken and bring them to the attention of the named person
- Inform parents and discuss the situation with them calmly
- Maintain contact and work with parents
- Respond calmly and consistently

All staff at this school work closely together to minimise the instances of bullying behaviour and to deal with any instances that might occur.

Records are maintained of any instances that fit the definition of bullying and there are discussions with victims and perpetrators. Solutions are sought but also, where it is appropriate, actions in line with the school Behaviour Policy be given to perpetrators, It is considered important that victims, perpetrators and also bystanders understand how incidents have been resolved.

A further level of support are our Playground Buddies. These are children that are trained to be an initial point of contact for pupils that are feeling upset at break-times. They are trained to resolve minor issues but to seek the guidance of adults for any other incidents.

### **LISTEN, TAKE ACTION, RECORD AND FOLLOW UP**

#### **4. Ideas for Children and Young People**

**YOU HAVE THE RIGHT TO BE SAFE. YOU HAVE THE RIGHT TO EXPECT OTHERS TO KEEP YOU SAFE.**

Some of the following ideas come from young people themselves, from discussions at conferences and elsewhere.

##### **Speak out about bullying**

Don't be embarrassed or ashamed about speaking out about bullying and asking for help.

Choose who can help.....think about how:

Your parents can help

Your friends can help

Other adults you trust can help

Speak out about bullying, talk about what is happening and how it makes you feel.

Some people pretend bullying does not exist, this can be hard, but you can still help yourself and can ask others to help you.

Sometimes it is easier to write or draw rather than talk. It is a good idea to keep a diary of incidents.

##### **Take Action**

Get together and talk with friends.

Look for posters or leaflets on bullying, the internet can be useful,

Put up posters and hand out leaflets.

Work with the School Council

Organise an Anti-Bullying Campaign.

Join in activities to stop bullying.

##### **Dos and Don'ts**

Do support and befriend the victims of bullying

Do support friends when they are being bullied

Do help others to have confidence to tell someone

Do think of each other's feelings

Do be aware of bullying and look out for it

Do report it, if you witness bullying

Do find out what your school or other organisation says about bullying – most organisations have ways of dealing with bullying

Don't ignore the problem

Don't join in even if everyone else seems to

Don't join in because you're frightened you might be picked on

Don't pick on others or tease

Don't name call

Don't keep quiet about bullying

**Remember**

Bullying can make children feel scared and alone.

Bullying might mean:

Name-calling

Hitting

Ignoring

Scaring

Picking on

Teasing

Rumour spreading

Nasty text messages, e-mails or phone calls

You should not be silent when you are being bullied

Telling about bullying isn't telling tales or grassing

Bullying is wrong and should be reported

Both adults and children bully

No-one deserves to be bullied

Bullying is everyone's problem

Children who bully others need help too, by telling you will get them the help they need so they won't bully others.

## **5. Guidelines for Parents/Families of Children being Bullied**

Children and young people go to a wide variety of places, ranging from schools, activity groups to youth clubs. It is not possible to list all of these, so the word **organisation** is used to cover all of them. Each organisation should have an Anti-Bullying Policy available. Ask for a copy.

If you suspect your child is being bullied:

- Talk to your child about what is happening;  
Be calm  
Show sensitivity  
Show concern  
Reassure your child that he or she is not to blame
- If at all possible, act with your child's agreement;
- Contact someone in the organisation
- Expect the organisation to take you seriously and take appropriate action;
- Maintain contact and work with the organisation.

### **Some Do's and Don'ts**

Do listen to your child

Do take your child's concerns seriously

Do encourage your child to tell you what has been happening and in particular to report any trouble that has been encountered

Do help your child to try and find a safe solution

Do talk to the organisation

Do look for signs of distress shown by your child

Don't ignore your child if they say they are worried about being with certain people or in certain places

Don't tell your child: "Just put up with it". Bullying is never acceptable. Action needs to be taken to stop bullying.

Don't tell your child to fight back. The bully may be stronger. Your child could be hurt or get into trouble.

Don't immediately rush off and deal with the situation yourself, let the organisation know and give them any information to help them tackle this

Don't approach the parents/carers of the perpetrator as this can make things worse.

**YOUR CHILD HAS THE RIGHT TO BE SAFE. YOUR CHILD HAS THE RIGHT TO EXPECT OTHER PEOPLE, INCLUDING YOURSELVES, TO HELP KEEP HIM OR HER SAFE.**

**6. Homophobic Bullying (Bullying someone about their sexual preference, i.e. calling someone "gay" or "lesbian" whether they are gay/lesbian or not)**

**It should be recognised by organisations that;**

- Homophobic bullying can and does exist.
- They will have contact with children / young people who are either gay / lesbian / bisexual (likes both sexes) or who are at some point questioning their sexuality and as a result are either being bullied or at risk of being bullied.

**As such, establishments / staff need to;**

- Have strategies in place and documented within their Anti-Bullying Policy to address presenting issues and adopt an environment where children / young people feel that they can talk honestly and openly about homophobic bullying.
- Adopt a clear policy in terms of confidentiality and the handling of issues regarding homophobic bullying.
- Be aware that they may be the initial point of contact for children / young people not only suffering homophobic bullying, but for those questioning their sexuality and as such may feel reluctant to seek or want parental involvement.
- Encourage a positive, understanding and inclusive environment for all children / young people irrespective of their sexual orientation or those not conforming to rigid stereotypical gender roles.

- Develop an environment where homophobic language is not tolerated or used as a way of name-calling.
- Observe the Durham County Council Bullying and Harassment Guidelines for staff

## **7. Racist Bullying (bullying someone because of their skin colour or culture)**

Racism and bullying are major concerns for all children and young people. Durham County Council will not tolerate any form of racial harassment of pupils, users or staff in schools or organisations.

Within each organisation, the monitoring of incidents will ensure that patterns of behaviour are recognised and measures are put in place to respond appropriately to this.

Black and minority ethnic communities, including Asylum Seekers, Refugees, Gypsies and Travellers, have historically faced discrimination in all areas of their life. Discrimination has more often than not been on the grounds of colour, race, religion and national origins, which have led to racist attitudes and practices.

In addition, it concerns staff as a possible cause of underachievement and a negative influence on ethos and behaviour. Racism operates in all aspects of life, including within educational establishments/children's organisations both at an institutional and personal level.

Racial harassment can take a number of different forms of which bullying is one. Discriminatory incidents and bullying both require to be dealt with in similar ways both reactively and proactively and therefore combined monitoring will ensure that every incident is dealt with and in the same way. Awareness raising through curricular/non-curricular activities is encouraged. Schools/organisations should be always alert to this and ensure that they always try to challenge racism in all its forms and challenging any behaviour, which might be construed as racist or likely to incite racism.

Durham County Council aims to promote multi-culturalism by valuing diversity of culture in County Durham, promoting understanding and raising awareness so that all citizens can live in an harmonious society whilst appreciating differences.

It must be emphasised that any form of discriminatory practice is unlawful and will not be tolerated. No one should be made to feel inferior, isolated and unable to report any negative behaviour.

*A racist incident is "Any incident which is perceived to be racist by the victim or any other persons and this includes crimes and non-crimes."*

Institutionalised racism is defined as:

*“the collective failure of an organisation to provide an appropriate and professional service to people because of their colour, culture or ethnic origin. It can be seen or detected in processes, attitudes and behaviour which amount to discrimination through unwitting prejudice, ignorance, thoughtlessness and racist stereotyping which disadvantage minority ethnic people.”*

Racist incidents may be in the form of:

- Assault – physical/sexual
- Attack
- Arson
- Bullying
- Criminal damage
- Graffiti
- Harassment
- Malicious phone calls
- Theft
- Threatening behaviour
- Verbal abuse
- Written/printed material

Racist incidents should be dealt with in the following way:

- Confidentially, promptly and sensitively. Victims should feel reassured that the situation will be handled in a professional manner
- Witnesses identified and statements taken
- Victim kept informed and appropriate support provided
- Records kept of all contact with the victim
- Completion of all relevant documentation, recording as much information as possible
- Awareness of GDPR 2018 with regard to the disclosure of information

## 8. Cyber Bullying

‘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 gaming where people can view, participate in, or share content. 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 behaviour.

*stopbullying.gov 2021*

Many young people and adults find that using the internet and mobile phones is a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobiles phones, gaming or the internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety. It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular section 89 of the Education and Inspections Act 2006:

- every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents
- gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.

Where bullying outside school (such as online or via texts) is reported to the school, it should be investigated and acted upon.

DfE and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying:

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools/>



- Cyberbullying (along with all other forms of bullying) of any member of the school community will not be tolerated. Full details are set out in the school's policy on antibullying and behaviour.
- There are clear procedures in place to support anyone in the school community affected by cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- There will be clear procedures in place to investigate incidents or allegations of cyberbullying.
- Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
- The school will take steps to identify the bully, where possible and appropriate. This may include examining school system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Pupils, staff and parents/carers will be required to work with the school to support the approach to cyberbullying and the school's e-safety ethos.
- Sanctions for those involved in cyberbullying may include: the bully will be asked to remove any material deemed to be inappropriate or a service provider may be contacted to remove content if the bully refuses or is unable to delete content.

Internet access may be suspended at school for the user for a period of time. Other sanctions for pupils and staff may also be used in accordance to the schools antibullying or behaviour policy Parent/carers of pupils will be informed. The Police will be contacted if a criminal offence is suspected.

## **9. Useful Contacts**

Anti-bullying Alliance <https://anti-bullyingalliance.org.uk/>

ChildLine <https://www.childline.org.uk/> Tel - 0800 1111

Kidscape <https://www.kidscape.org.uk/>