



Silsden
Primary School

Silsden Primary School Anti-Bullying Policy

Approved by Governing Board: November 2024

Governor Review Date: November 2025

Rationale

Bullying is a behaviour which is not accepted at Silsden Primary School. We are committed to dealing with it in a proactive, consistent manner, following the guidelines of the policy.

Aims:

- To assert the school's belief that its pupils have the right to learn in a supportive, caring and safe environment without the fear of being bullied.
- To outline measure we take to prevent and pre-empt bullying incidents.
- To create an ethos where children feel confident to prevent bullying themselves and tell us if they are being bullied.
- To ensure all forms of bullying are taken seriously and dealt with consistently.
- To heighten the awareness of children and staff as to what bullying is and how it can be dealt with.
- To foster a culture where bullying incidents are rare with strong prevention and pre-empting measures in place
- To ensure children feel confident that telling an adult is the right thing to do.
- To raise awareness through assembly time and through the curriculum.
- To ensure children understand the difference between bullying and a "one off" incident or fallout. – See Behaviour Policy.
- To ensure children and/or parents are confident to approach the staff about incidents of bullying and believe that the incident/s will be taken seriously.
- To ensure all staff take all incidents seriously and information is communicated to class teachers or the head.
- To ensure staff respond effectively and as soon as possible to all incidents of bullying and are clear as to the definition of bullying – what it is.
- To ensure anti-bullying cases are appropriately recorded and monitored to ensure that the bullying ends.

Definitions

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic, and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

GUIDANCE:

Preventing and Pre-empting Bullying Incidents.

We aim to create a safe place where bullying behaviour is rare. Through assembly, class learning and visual prompts around school, we aim to ensure:

- Children understand and value difference;
- An atmosphere of good learning where pupils treat one another and school staff with respect because they know this is the right way to behave.
- Children develop a strong sense of how their actions affect others
- Name-calling and teasing are not tolerated
- Children themselves, as bystanders or as potential victims, learn to prevent bullying by assertively stating that they will not tolerate being treated badly.
- Teachers use circle time/SCARF lessons and other opportunities to teach children about bullying and an assertive response to unkindness and potential bullying.
- Staff proactively gather intelligence about issues between pupils which might provoke conflict so we can intervene before bullying develops
- Parents feel confident to alert us in school if they are concerned that their child is being bullied. - All pupils are aware of their responsibilities to prevent bullying – including their responsibility to discuss with an adult if they have witnessed bullying
- Children learn about our approach to preventing bullying throughout the year but in particular during the national annual Anti-Bullying Week each November.

- All types of bullying are discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy.

Dealing with Bullying Situations:

Where suspected bullying incidents occur staff should not deal with these on their own and should involve a member of SMT at all stages of the following process.

We send a regular and consistent message through assemblies and class learning time that if a child feels they are being bullied, they should talk to an adult in school.

We talk to all the children who have stated in the twice-yearly Pupil Survey that they do not feel safe to find out if this is a result of a bullying situation.

Pupils are able to indicate their feelings daily through verbal and non-verbal systems in their classrooms where they are given the opportunity to inform school about their bullying concerns. The school has posters which clearly inform children about what they need to do if they are concerned that they or another child is being bullied.

We will:

- be sensitive to any approach a child may make
- be aware that a child may speak in a 'coded' way and may not tell us directly he/she is being bullied - try to ensure the child has privacy when talking to us
- ensure the child knows the amount of time you have to give. You may tell the child you need to speak to them when you both have more time, but be careful the child does not feel he/she is being put off. - ensure we investigate fully what is/has been happening before we decide that this is a bullying situation and that one child is a victim/ perpetrator
- not be judgemental or biased – and reserve judgements until we have investigated the whole incident/s
- ask the child how he/she feels about the bullying
- tell the child what we will do next – how this will be dealt with and who the lead adult is.
- ask the child to write down the events and/or their feelings whenever possible.
- discuss with parents once we have established that there is a bullying situation and we know the whole picture.

If there is a clear perpetrator/ group of perpetrators, we will:

- Seek to make them realise what the consequences of their actions are and how they can put it right.
- Speak to the perpetrator/s separately and away from the victim and in private as far as possible.
- Inform them of what the victim has told you and ask if this is correct.
- Ask them to write their own account of events if they are able, or scribe for them.

- Help the perpetrator/s to realise the implications of their behaviour - Discuss their feelings and those of the victim.
- Elicit suggestions as to how things can be 'put right' and how their behaviour in the future can improve.
- Consider clear disciplinary measures in order to show clearly that their behaviour was wrong (see Behaviour Policy)
- Inform them of what your next actions will be.
- Discuss with parents once we have established that there is a bullying situation and we know the whole picture. (At the discretion of the member of staff who is leading on the anti-bullying case: It is often the case that the child is given an opportunity to change their behaviour and 'put things right' before the case is discussed with their parents.)

Possible restorative measures:

- This needs to be carefully planned
- These should be discussed and agreed with the victim first
- If deemed appropriate the perpetrator and the victim could meet to discuss a resolution. This should only happen in the presence of the SMT.
- Anybody involved may need further counselling which may involve outside agencies to ensure any resolution is satisfactory

Cyber Bullying:

The use of electronic media - especially mobile phones, gaming consoles, social media and the internet - to intimidate, threaten or upset someone. This form of bullying normally takes place beyond the school gates and within the home. However school will do all it can to resolve cyber bullying issues involving pupils at our school.

We aim to

- *Ensure children are aware of cyber bullying.*
- *Monitor closely children's internet use in school and advise and support parents to do the same out of school.*
- *Where incidents such as this occur parents are informed and advised of the incident and given guidance of how to ensure their children are monitored on their electronic devices.*
- *Ensure children show an adult any nasty messages/images he or she receives.*
- *Encourage parents to inform us in school if other pupils at the school are involved so the bullying situation can be dealt with as below.*

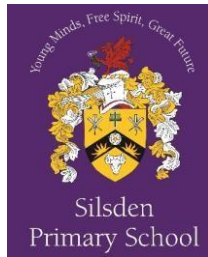
Reporting and Monitoring Procedure:

- Whenever a child brings a potential bullying incident to an adult in school, all cases should be reported to the child's class teacher who will investigate who was involved and record both the perpetrator and victim on CPOMS system using the 'Bullying concern' category. This incident should be shared with all members of the SMT via CPOMS
- The SMT will monitor the frequency of these incidents and the pupils involved and make a decision as to whether they constitute bullying rather than one off incidents.
- The school office will present a monthly report which will be scrutinised in the monthly VP meeting.
- When the school has established that an incident of bullying has occurred the following will occur
- The SMT will categorise the case on CPOMS under "Bullying incident"
- A member of SMT will be the named lead adult to deal with the case. They will make contact with the parents of all children involved, present them with the evidence relating with the incident and inform them of the action that the school is going to take to resolve the issue.
- The lead adult should make a case-specific plan for dealing with the bullying following the principles outlined above – and record this plan on CPOMS. It should be shared with all members of SMT and staff working with the children involved through the CPOMS system.
- The case should be monitored over the next period (at least six weeks) so that any further incidents are logged and dealt with on CPOMS. The lead member of staff should be pro-active in asking the victim if there has been any further incidents – not to rely on the victim reporting.
- There must be a final follow-up review with the victim of the bullying up to six weeks after the last incident report to ensure that the bullying has stopped.
- This final follow-up review must be recorded and shared with SMT through CPOMS.

Monitoring and review:

The number of bullying incidents will be reported to Governors termly to the Full Governing Board via the HT report.

This policy will be reviewed every year or sooner if required.



Bullying is not tolerated in our school.

If someone is:

unkind, hurting you or meaning to upset you over and over again and making you unhappy or worried

... then that is **bullying**.

What should you do if you think someone is bullying you?

Talk to someone!

What should you do if you think someone else is being bullied?

Talk to someone!

Being treated unkindly over the internet is **cyberbullying** – if this has happened at home and involves children from school, you need to talk to someone in school about it.

We will listen to you.

We will investigate the whole story.

We will help and plan with you how we can make things better.

So remember, if you're unhappy at school:

Talk to someone!

You can talk to your classteacher, or any adult in school.