



Shipston-on-Stour
Primary School

Anti-Bullying Policy



1. STATEMENT OF INTENT

Shipston-on-Stour Primary School considers that bullying of any kind is unacceptable. Neither do we accept that it is a phase which children and young people go through, that it is part of growing up or that it teaches children and young people to stand up for themselves.

Shipston-on-Stour Primary School acknowledges that bullying may happen from time to time, and we will deal with incidents as promptly and effectively as possible.

Shipston-on-Stour Primary School wants to uphold a caring ethos within the school environment where everyone feels a sense of belonging and can work, play and express themselves, free from the fear of being bullied.

Through the implementation of our policy, we seek to ensure that:

- There is a shared understanding of what constitutes bullying, how we prevent bullying and how we respond to reports of bullying.
- Pupils know how to report actual and perceived bullying incidents and have the confidence to do so.
- Our curriculum equips pupils with strategies to be able to talk about anything that worries them in any area of their lives.
- Reported bullying incidents are monitored so that the effectiveness of Shipston on Stour Primary School's anti-bullying work can be evaluated and adapted where necessary.

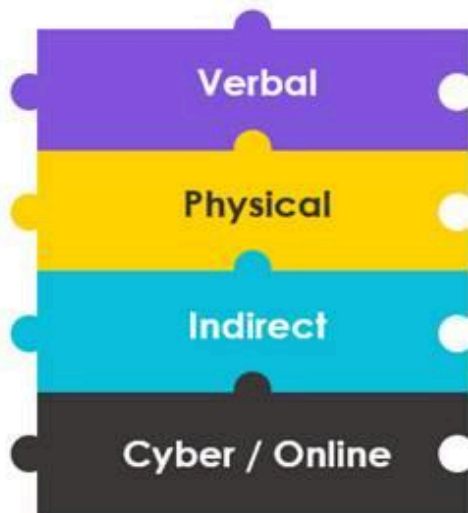
2. WHAT IS BULLYING?

The Stour Federation uses a definition of bullying based upon one from the Anti-Bullying Alliance:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.



name calling, calling people unkind names, verbal threats of violence

hitting, kicking, biting, pushing, tripping you up – anything that hurts you by touching you

isolating someone, leaving them out, spreading rumours, threatening looks

social networking pictures, Whatsaap groups to encourage bullying, nasty text messages, filming people without permission, prank calls

We recognise that:

- Bullying causes real distress and affects a person’s health and development.
- In some instances, bullying can cause significant harm.
- All children and young people, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right to equal protection from all types of harm or abuse.
- Bullying might be motivated by actual differences between children and young people, or perceived differences.
- Bullying may encompass unfavourable or negative comments, gestures, or actions directed at someone in relation to a vulnerability.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.
- Bullying may take place in any location at school, including in classrooms, corridors, toilets, dining hall and the playground.
- Bullying can also occur on the way to and from school, during educational visits, when pupils use transportation, through virtual or cyber-bullying or at any other time children are together.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **S**everal **T**imes **O**n **P**urpose and the child should **S**tart **T**elling **O**ther **P**eople.



The Headteacher is legally empowered to address such incidents and will do so in accordance with this policy.

Sometimes, children will have friendship issues or experience conflict with other children. They can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and the staff will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues.

4. WE BELIEVE

- Children and young people should never experience abuse of any kind.
- We have a responsibility to promote the welfare of all children and young people, ensuring their safety and operating in a manner that protects them.
- Bullying can have an impact on everyone involved.
- Children who are bullied are at a higher risk of developing problems, including depression and anxiety, having fewer friendships, experiencing peer rejection, being wary and suspicious of others, facing difficulties in adjusting to school, and achieving less academically.
- Children and young people who engage in bullying behaviour are at an increased risk of substance misuse, academic problems, and violent behaviour in later life.
- Children and young people who witness bullying may exhibit similar signs to those who are being bullied. They may become reluctant to go to school, feel frightened, unable to act, and experience guilt for not intervening to help.

5. WHAT WE WILL DO TO PREVENT BULLYING

- Adhere to our Behaviour Policy, which outlines the expected conduct for all individuals involved in our organisation, whether in face-to-face interactions or online, and both within and outside of our activities.
- Conduct frequent discussions with all stakeholders concerning bullying and strategies for its prevention.
- Remain vigilant.
- Offer support and training to all staff and volunteers to address all forms of bullying.
- Put clear and robust anti-bullying procedures in place.
- Articulate what action will be taken by staff if bullying is reported or suspected.
- Cultivate a school ethos that rejects bullying as acceptable, integrating this principle into the school curriculum, PSHE, RSHE, assemblies, as well as using posters, signposts, and shared information about bullying.
- Foster children and young people's confidence in approaching any staff member if they experience bullying, ensuring they understand that their concerns will be taken seriously, addressed, and followed up.
- Thoroughly document and analyse all incidents of bullying, reporting on recurring patterns and maintaining precise records of bullying incidents, including types, locations, and times.

6. DIVERSITY AND INCLUSION

We recognise that bullying is closely related to how we respect and recognise the value of diversity. Through our planned curriculum including Taking Care Protective Behaviours, No

Outsiders, Christopher Winters Project (RSHE) we will be proactive about seeking opportunities to teach children about personal safety and celebrate differences, increasing diversity within our staff, volunteers, children and young people and welcoming new members to our organisation.

We plan positive action to identify and support pupils from particularly vulnerable groups. We work with all relevant staff members and provide additional support where necessary. This might include extra supervision at break times, setting up a circle of friends support network, use of the curriculum to develop an understanding of differences, or access to structured interventions to reduce vulnerability. We adopt a trust-wide approach to promoting Anti-Bullying Week and Positive Noticing Week in November and Internet Safety Day in February.

7. HOW TO REPORT BULLYING

We will thoroughly investigate reports made by anyone, including the child being bullied, another pupil, a family member, or a staff member.

Reports can be made to any member of staff, and they will ensure that the most suitable person investigates the matter. Additionally, reports can also be made by confiding in a friend or someone at home and asking them to report it to an adult, sending a letter or email to the school office, or contacting a helpline such as Childline at 0800 1111.

8. HOW WE WILL RESPOND TO BULLYING REPORTS

We are committed to taking all reports of bullying seriously. In response, we will follow an established procedure (see Appendix 1) consistently, impartially, and promptly for addressing all allegations and incidents.

Throughout the investigation and resolution process, our staff will ensure the protection and support of all children and young people involved. We guarantee that everyone affected will have the opportunity to be heard, and we will swiftly take appropriate action to put an end to any bullying behaviour or threats of bullying.

9. MONITORING AND EVALUATION OF THE POLICY

To ensure the effectiveness of this policy, we will implement regular monitoring and evaluation. This will encompass the analysis of bullying reports, as well as the use of questionnaires, surveys, focus group discussions, and feedback from all stakeholders.

The safeguarding governor will oversee the monitoring of bullying incidents and provide feedback to the Local Academy Council. Following our annual review of monitoring efforts, we will evaluate our policy and introduce any necessary improvements to enhance our anti-bullying initiatives. We will communicate these changes to the entire school community.

APPENDIX 1: PROCEDURE FOR RESPONDING TO BULLYING ALLEGATIONS AND INCIDENTS

1. Make sure the victim, bystander and bully feel safe and are in a safe place.
2. Ask those reporting bullying to briefly describe what happened/is happening. (See some suggested questions on the next page.)
3. Listen and speak to all children/young people involved about the incident separately.
4. Assess the information to consider whether the report is a bullying incident. Cases of serious bullying incidents will be referred to the Headteacher.
5. Provide appropriate advice and support to help victims. Refer to a Thrive Licensed Practitioner for support to process the experience and to develop self-esteem and trust in others.
6. Reinforce to perpetrators that their behaviour is unacceptable and provide them with support to understand and change their behaviour. Issue developmentally appropriate sanctions in line with our behaviour policy. Refer to a Thrive Licensed Practitioner for support to address bullying behaviours.
7. If possible and appropriate, reconcile victims and perpetrators using restorative practices (Appendix 3).
8. Discuss the incident and outcomes with classroom staff, SLT and Thrive Licensed Practitioners.
9. Log substantiated bullying incidents on CPOMS.
10. Complete Bullying Report Form (Appendix 2) and pass it to the Headteacher, who will quality-assure all incidents.
11. Share outcomes with the parents of all pupils involved. Where appropriate, meet individually with the parents of all pupils involved to discuss the allegation, investigation and outcome.
12. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. This may include discussion with pupils, staff and parents.
13. If necessary and appropriate, consult in-school safeguarding officers, Social Services or the Police.

Questions for children reporting bullying may include:

- When and where did it happen?
- Who was doing the bullying?
- If there was more than one person what were their roles?
- Did anyone else see it happen, if so, who?
- How often is the bullying taking place and how long has it been going on?
- If you are being bullied, how does it make you feel? Are you physically hurt? What help would you like?
- If you are reporting bullying that is happening to someone else, how do you think it makes them feel? Are they being physically hurt?
- Have you told anyone else about the bullying? If not, what has put you off doing so?
- Do you have any worries now that you have reported this bullying?

APPENDIX 2: BULLYING REPORT FORM

| Reporting Person's Name | Contact Information | Relationship to Victim/Incident |
|--|----------------------------|--|
| | | |
| Date | Time | Location |
| | | |
| Victim(s) | Perpetrator(s) | Witnesses/Bystanders |
| | | |
| Description of the Incident - Provide a detailed account of the bullying incident, including date, time, location, and any specific actions or behaviours involved. Attach additional pages if necessary. | | |
| | | |
| Previous Incidents (if any): If this is not the first incident, provide details of any previous incidents, including dates, times, and actions taken. | | |
| | | |

| | | |
|---|--|--------------------------|
| Actions Taken: Describe any actions taken by the reporting person or others prior to filing this report. | | |
| | | |
| Outcomes | | |
| Support to Victim | Sanction and Support to Perpetrator | Support to Others |
| | | |
| Details of Monitoring | | |
| | | |
| Contact With Parents | | |
| | | |
| Signed: | Date: | HT QA: |

APPENDIX 3: SCHOOL RESTORATIVE CONVERSATION

Restorative conversations can be employed when the individuals involved have reached a level of development that enables them to comprehend cause and effect, articulate their feelings and emotions effectively, and empathise with others. These conversations are valuable for resolving conflicts, fostering relationships, and instilling a sense of community and accountability. Although there is no one-size-fits-all script, below is a basic framework for a restorative conversation that can be customised to meet the specific needs of the child:

Introduction:

Begin by creating a comfortable and secure environment for all participants. Extend a warm welcome to everyone involved in the restorative process, including any facilitators. Lay down the ground rules for the conversation, highlighting the importance of respect, active listening, and honesty.

Opening Statements:

Allow each participant, including the person who has been harmed (if applicable) and the person responsible, to provide an opening statement. The person who has been harmed can express their feelings and experiences, concentrating on how the incident has affected them. The person responsible should acknowledge their actions, show remorse, and, if suitable, offer their perspective.

Empathy Circle:

Promote participants to contemplate each other's statements. Pose open-ended questions that foster empathy. Make certain that the person responsible genuinely comprehends the harm they've caused, and the person harmed feels listened to and acknowledged.

Discussion and Exploration:

Ask open-ended questions to promote a deeper understanding of the situation. Encourage participants to express their feelings, needs, and concerns. Explore the underlying causes and factors that contributed to the incident. Facilitate a discussion about what can be done to repair the harm and prevent it from happening again.

Agreement and Resolution:

Collaborate to formulate a plan for restitution or resolution. This plan may involve issuing apologies, engaging in community service, or other measures to address the harm caused. It's crucial to ensure that the resolution is perceived as fair and agreeable by all participants. Establish clear expectations and timelines for carrying out the actions agreed upon.

Closure:

Summarise the agreement and express gratitude to the participants for their willingness to engage in the process. Emphasise the importance of following through on the agreed-upon actions. Invite participants to express their thoughts or feelings about the process and the resolution.

Follow-Up:

Schedule a follow-up meeting to review the progress of the agreed-upon actions. Ensure that participants have ongoing support as needed.

Remember, restorative conversations may vary depending on the specific context, and it's crucial to adapt the script to the particular situation and the needs of the individuals involved. The goal is to promote understanding, healing, and accountability in a constructive and empathetic way.