



**ANTI BULLYING  
POLICY DOCUMENT**

***IRBY PRIMARY SCHOOL***

**Irby Primary School has opted to adopt the above policy guidance and agrees to operate under its terms.**

**Signed**

**Headteacher**

**Chair of Governors**

**Date**

## IRBY PRIMARY SCHOOL ANTI BULLYING POLICY

'All children and young people have a basic right to partake of the education.....have the right to feel secure and happy, to be able to trust without fear and to expect protection from the adults who elect to make a career from their schooling'.

*The Prevention of School Based Bullying  
A Whole School Approach - Distance Learning Pack  
The Psychological Service*

The key people to take this policy forward are Mr R Dixon – Headteacher and SMSC lead, however, all staff will take ownership of this policy.

Schools have a responsibility under the Education Act 2006 to support the emotional wellbeing of pupils. At Irby Primary School we try to ensure that as far as reasonably possible, the structures and procedures in the School Behaviour Policy, E-Safety Policy, Equality Policy, alongside consistent monitoring prevent bullying. We aim to develop a caring and supportive environment for all, through a school ethos based on kindness and respect where differences are both accepted and appreciated. We encourage children to understand what bullying is through PSHE Education (SCARF scheme of work), circle time, assemblies, displays and school council to be empathetic to the feelings of others and strategies for what to do if bullying occurs.

### **Definition**

We believe that bullying behaviour is:

- Is done purposefully to cause stress or upset.
- Deliberately hurtful (including aggression).
- Repeated often over a period of time.
- Difficult for victims to defend themselves against.

Examples include:

- **Physical:** pushing, kicking, hitting, pinching, any form of violence, threats - One child hurting another.
- **Verbal:** name-calling, sarcasm, persistent teasing, insulting, teasing, making racist remarks, homophobic remarks or transgender remarks.
- **Psychological,** spreading hurtful rumours, excluding someone from groups, moving away as a person approaches, leaving messages, failure to speak to or to acknowledge a person.
- **Sexual:** unwanted physical contact, abusive comments, harassment, violent behaviour and any harmful sexual behaviour.
- **Vandalism** Deliberately damaging or taking another child's belongings.
- **Threatening** Either verbally or by e-mail/text message or social media.
- **Group bullying** any of the above, but where two or more children conduct the bullying behaviour.
- **Cyber bullying:** bullying through social networking, text messages, photo changing software, emails, prank calls.

**These examples are judged to be bullying only if the action is deliberate and there are repeated instances. It is important to clarify the types of behaviour that we feel are unacceptable, but not examples of bullying.**

Examples of such types of behaviour include:

- Where two children of equal size and strength have a fight.

- Where one child calls another a name on a single occasion.
- Where a child has hit or kicked as a response to being hurt him/herself.
- Where there is a personality clash between two children who fall out repeatedly.

These types of behaviour are not regarded as bullying but they are regarded as unacceptable forms of behaviour, and would be dealt with according to our Behaviour Policy.

## **1. POLICY AND PRACTICE**

### **Identifying the problem**

Children who are being bullied are not always prepared to tell those in authority for a number of reasons. When a disclosure of bullying is made, we will always treat it seriously. For pupils who are unable to tell staff of their problems, we know that sometimes their behaviour can give clues about the problem. Such behaviours include:

- An unwillingness to come to school.
- Acting in a withdrawn way, isolating themselves from others.
- Complaining about missing possessions.
- Refusing to talk about the problem.
- Being easily distressed.
- Presenting damaged or incomplete work.

These behaviours may be particular indicators of problems for individual pupils, for example those with special needs or from a minority racial or cultural background. Staff will use their knowledge of individual pupils to be vigilant for any changes in their behaviour that might indicate bullying. When staff members have particular concerns about a pupil, then they will discuss it with a more senior member of staff. Pupils are also encouraged to be open with their parents who can then pass their concerns to the school.

### **Preventing and investigating the problem**

Bullying will not be tolerated at Irby Primary School and all incidents will be taken very seriously. All pupils, their parents and staff members are encouraged to tell us of any concerns and we will act upon them. All investigations of bullying allegations will be thorough and involve the staff interviewing both the alleged bully and the victim separately. Where others have witnessed the bullying, they will be interviewed so that as far as possible we know exactly what has happened. It may be that witnesses also require support. These conversations could be discreet meetings or informal opportunities if the situation warrants.

A senior member of staff will then investigate the incident by firstly talking with the bullied pupil, listening to and noting the feelings expressed. A written record of the incident, investigation and outcomes will be made and a plan will be formulated. The child's class teacher and Headteacher will be informed (or the Assistant Headteacher in the absence of the Headteacher.).

A meeting will then be arranged for all those directly/indirectly involved in which the feelings of the victim will be described and sanctions will then be applied.

Parents will be informed and may be asked to attend a meeting with the senior member of staff and the Headteacher (or the Assistant Headteacher in the absence of the Headteacher).

The parents of the victim will be fully informed of the ways in which the incident is dealt with, and of the support that will be given to their child after the incident. In dealing with the bullying incident in such a clear, thorough and immediate way, it is hoped that the victim will feel that his/her feelings and safety is paramount to the staff at the school. Further support will be given to the victim in the form of regular monitoring by his/her class teacher, which will be detailed in the plan agreed between the child, parents, senior member of staff and Headteacher. The child will be made fully aware of the support available to him/her

Examples may include:

- observation of the child in both the classroom and playground environment,
- a diary shared with the senior member of staff about his/her feelings
- a buddying system with another supportive child
- a self-esteem book to rebuild self confidence
- Support from the Emotional Literacy Support Assistant (ELSA) who is Mrs Burden

Regular feedback will be given to the child's parents, either through written comments in a self esteem book, by regular telephone conversations or meetings with the child's class teacher and, where appropriate, the senior member of staff and/or Headteacher.

Where bullying is substantiated appropriate measures will be taken to reduce the chances of it recurring. Bullying will not be eradicated unless the behaviours of the bullies are changed. Efforts will be made to help the bully recognise why their behaviour is unacceptable and they will be offered help to modify that behaviour. This will include trying to understand why the pupil has bullied, so that recurrence can be prevented.

His/her class teacher, senior member of staff and all other adults who are in regular contact with him/her, such as Teaching Assistants and Midday Supervisors, will closely monitor the perpetrator's behaviour.

## **2. MANAGING THE USE OF DATA**

Any incidents of bullying will be recorded on CPOMS. Records are maintained of all instances of alleged bullying, actions undertaken and outcomes.

The number of bullying incidents are reported **to Governors termly** and the analysis of questionnaires which include questions in relation to behaviour and children's safety in school are shared with governors and parents. An anti-bullying charter has been drawn up and is signed by all KS 2 children individually and as a class in KS 1/F2. This takes place during our annual PSHE project "Say No to Bullying" and during work for National Anti-Bullying Week (November). This is supported by Mr Dixon who delivers E-Safety assemblies.

## **3. ENCOURAGING BEST PRACTICE THROUGH EFFECTIVE PARTNERSHIPS**

## **Implementation**

It is vital that once written, the whole school community adopts the Anti-Bullying Policy. To ensure that this is the case, it is shared with staff, School Council and Governors. It is included in on the school website for parents.

Rather than crisis intervention, Irby Primary School operates a prevention culture to anti-bullying through weekly SCARF, circle times and assemblies and through drama productions and visits.

Training for staff is kept current and meaningful and fed back to whole school staff in staff meetings. Key Staff members have attended specific CEOP training and feed back to staff and parents re e-safety and cyber bullying.

Support, advice and information is provided to parents in many ways, e.g. via newsletters and the school website which covers how children can keep themselves safe on-line and how to seek help or E-safety workshops enabling parents to ask questions and receive advice and support.

### **4. CHILDREN AND YOUNG PEOPLE'S PARTICIPATION**

We have a school anti-bullying charter of which the children take ownership.

Local websites are placed on the school website for Irby children to access and these keep them well informed.

Each year, the whole school participate in Anti-bullying Week (November) and Safer Internet Day (February)

The children have an E-Safety assembly each term delivered by Mr Dixon.

School Council designed an Anti-bullying leaflet for children and parents in 2017 (reference school website).

### **Safeguarding: Where children make allegations against other children**

Whatever the nature of the allegation, this shall be taken seriously and the headteacher and senior leadership will work promptly to investigate the allegation. If the allegation is a safeguarding issue and the child is not already referred to social services, the safeguarding lead will ring CADT for advice as whether to refer the child. If it is not a safeguarding issue, the school will investigate and then inform both sets of parents of the situation, working with them to restore good relationships between the children.

If other children are at risk from the alleged perpetrator, the pupil may be isolated in agreement with the parents/social services if necessary and the whole school staff will be alerted to keep a close eye on the pupil in question at all times. If the pupil needs to be isolated, they will access lessons, with a 1:1 TA monitoring them and then be given break times separate to the other pupils or if deemed suitable. The 1:1 TA will walk around the playground with them, monitoring them at all times. The toilet facilities near the PE cupboard could be used if the pupil needs to be isolated from the general pupil toilet area.

### **5. SCHOOLS & SERVICES FOR CHILDREN AND YOUNG PEOPLE**

On-going dialogue is maintained through Deeside Headteachers' Cluster Group Meetings which give feedback from Primary Heads Consultation Group and WASH.

Irby Primary School buys into My Esteem which provides relevant anti-bullying workshops and training for staff throughout the year and through this relevant websites, materials, national training such as CEOP are signposted and advice to our school is provided.

School Council participation in the Wirral Primary Panel throughout the year provides the children across Wirral schools with opportunities to discuss anti-bullying and to feed back to their schools about the wider school communities.

### **Bullying outside of the school premises**

Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. Regulate, however, means that the school should monitor and make sure that the bullying is not transferred to the school setting and that the child is not upset or feeling threatened in school, by following the normal procedures. It does not mean that the school can act on information provided outside school if the school itself has investigated and found no evidence of bullying occurring, or any evidence of the victim being upset in any way. The child/perpetrator would be spoken to about the distress they may be causing to the other child outside school and restorative sessions would be undertaken. The situation would be monitored closely for a substantial period of time.

### **Prevent**

From July 2015 all schools (as well as other organisations) have a duty to safeguard children from radicalisation and extremism.

This means we have a responsibility to protect children from extremist and violent views. Importantly, we can provide a safe place for pupils to discuss these issues so they better understand how to protect themselves.

Many of the things we already do in school to help children become positive, happy members of society also contribute to the Prevent strategy.

These include:

- Exploring other cultures and religions and promoting diversity
- Challenging prejudices and racist comments
- Developing critical thinking skills and a strong, positive self-identity
- Promoting the spiritual, moral, social and cultural development of pupils, as well as British values such as democracy

We will also protect children from the risk of radicalisation, for example by using filters on the internet to make sure they can't access extremist and terrorist material, or by vetting visitors who come into school to work with pupils.

### **Conclusions**

Irby Primary School is actively trying to prevent bullying by adopting a whole school approach to behaviour and discipline, creating an atmosphere where each member of the school is valued as an individual and treated with respect. Where incidents of bullying do occur, they will be investigated thoroughly and actions will be taken to reduce their reoccurrence and help those who have been their victims. However, if after initial investigations with children, it is apparent that bullying is not occurring, for example it is found that children have simply fallen out with each other, then the children will be given adult guidance on how to work together to resolve their differences.

### **Review**

**This policy was reviewed and ratified by the Governing Body on 26.9.23**

## Appendix 1

### Irby Primary Anti-Bullying Contract

I understand that bullying is behaviour that:

- Is on purpose – somebody intends to hurt you deliberately;
- Can be by one or more people;
- Is repeated over a period of time; (keep a diary of events)
- Is done to cause you stress or upset.

Bullying can take many forms but the 4 main types are:

- **Physical** (e.g. Hitting, kicking, theft using physical threats)
- **Verbal** (e.g. saying things about someone's disability, gender, race or homophobic remarks ('you are gay'), about someone being different, threats, name calling to your face.
- **Emotional/indirect** (e.g. staring, glaring, leaving you out all the time, making up stories about you or spreading rumours, isolating you from your friends.
- **Cyber** (e.g. using technology to hurt a [person, text messaging, internet, social networks, video hosting sites or making videos of people to send to others)

**I promise** that if I am bullied or if I see or hear about anybody being bullied I will tell an adult. I am a good friend to all who need one and I will never join in with bullying behaviour.

The 5 people I could tell if I was being bullied or if I have seen anybody being bullied are:

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## **Appendix 2**

### **Responsibilities of all stakeholders**

#### **The responsibility of staff**

##### **Our staff will:**

- Be alert to signs of distress and other possible indications of bullying
- Discuss bullying openly with their class, including the effects of bullying
- Listen and take time to talk to children who disclose bullying, take what they say seriously and investigate the situation
- Report suspected bullying to the headteacher, Assistant headteacher or SLT.
- Display anti-bullying messages throughout the school
- Seek support from outside agencies when required
- Be a good role model
- Show all pupils respect and treat all equally and fairly
- Be consistent with consequences in our Behaviour policy for perpetrators of bullying
- Be sensitive when dealing with bullying issues
- Communicate effectively with all involved in working with the child including parents, even if you have little to report.
- Boost children's self-esteem through Irby's many praise and reward systems, compliments and encouragements.
- Safeguard all pupils who report bullying
- Use available systems to support e.g. School buddies, Peer mentoring, restorative approaches, circle times and weekly SEAL sessions.
- Keep the playground highly supervised with staff strategically placed.

#### **The responsibility of our pupils**

- See Appendix 1 – bullying charter

#### **The responsibility of our parents/carers**

- Inform the school of any suspected bullying even if it is not their child
- Co-operate with the school (sign the Home School Agreement and work together to prevent any long term damage from bullying).
- Advise children not to retaliate through violence towards any situation
- Encourage their child to report bullying to a member of staff using the "4 Ws", Who, What, Where and When
- Be sympathetic and supportive towards their child
- If your child has been accused of bullying others, work in co-operation with the school and listen to evidence presented
- Fill in our Parent questionnaires and help us to move forward together being honest about improvements the school could make
- Read the materials/resources the school sends out and look up the helpful websites that the school recommends.