Anti-Bullying Policy

Our Consistent Approach to Supporting Young People

Updated January 2025

Anti-Bullying Policy

St. William's Primary School is committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our schools. In the rare cases that bullying does occur, all pupils should be able to tell an adult and know that the incidents will be dealt with both promptly and effectively. All adults have an obligation to support this basic right and all children should be encouraged to share in the responsibility for the safety and well-being of each other.

We plan an anti-bullying, 'friendship' week, usually in early November which further reinforces our vision and values. Our safe environment is actively nurtured and monitored throughout the year by all staff through a large number of interventions and strategies. These include the PSHE and RSHE curriculum, which is embedded within the timetable and assemblies, where anti-bullying is focused upon and revisited throughout the year.

The solution to the problems associated with bullying, and the most effective sanction, must be restorative. Children should be empowered, with the support of adults, to be made accountable for their actions and responsible for each other's safety.

What is bullying?
The Anti-Bullying Alliance (2019) defines bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. Bullying can take the form of peer-on-peer bullying, pupil to adult or adult to pupil.

There are four key elements to this definition:
• hurtful
• repetition
• power imbalance
• intentional

The different types of bullying include:

Physical: Pushing, kicking, hitting, punching, inappropriate touching, use of violence and damage to/taking someone's property.

Verbal: Name calling, sarcasm, teasing, taunting, swearing.

Indirect: Excluding, tormenting (hiding belongings and threatening gestures/looks), isolating from friendship
groups, spreading rumours.

Cyber: The use of Information & Communications Technology (ICT), particularly mobile phones or the internet, to deliberately upset someone, e.g., abusive phone calls and texts, website creation, group chats, instant messaging, social networking sites and gaming platforms. For further guidance, please refer to our E-Safety Policy.

Some groups are more likely to experience bullying than others. Prejudice-based bullying is any type of bullying which is based on protected characteristics such as:
• age
• disability
• gender reassignment
• marriage and civil partnership
• pregnancy and maternity
• race
• religion or belief
• sex
• sexual orientation

For further guidance, please refer to our Equalities Policy.

Roles in bullying:
- Bully – ringleader, assistant to the ringleader and re-enforcer (may be laughing or encouraging).
- Bystander – may be watching, but not joining in. They do not seek help for the victim.
- Victim – the person who is harmed by the bullying.
- Defender- they will seek help, report the incident, provide comfort to the victim. Through our teaching, the school aims for all children to be 'defenders'.

Proactive Strategies to Prevent Bullying
St. William's Primary School aims to prevent bullying using the following strategies:
- Creating a school culture that reflects safety and inclusivity
- Celebrating difference
- Using the language of diversity
- Training all school staff in restorative approaches
- Staff training
- Taking part in anti-bullying week each year
- Holding an E-Safety week each year
- Children are made aware of reporting procedures and anyone witnessing bullying is encouraged to report it
- Curriculum work through RSHE and IT (e-safety), including the use of drama and film clips
- Values based curriculum and assemblies based on school values
- Additional lunch time and after school clubs run for children
- Pastoral support for vulnerable children and those experiencing difficulties
- Open door policy
- Pupil and parent questionnaires used to identify any emerging bullying

Reporting and responding
St. William's Primary School would like to be made aware of all bullying concerns, whether on school grounds, or outside of school (including online), so that supportive measures can be put in place to ensure the bullying stops.

What should a pupil who has witnessed bullying do?
They should tell a member of staff.

What should a pupil who feels they are being bullied or has seen bullying do?
The victim of bullying is expected to tell a member of staff.

All school staff including teachers, teaching assistants and support staff will respond to bullying using the 3Rs:

- **Respond**

Listen – let the child tell their story in their own way.
Reassure - them that telling you was the right thing to do.
Stay calm – try not to overreact in front of the child, however you may feel.

- **Record**

Use the school's internal safeguarding reporting procedures (CPOMS)to record what the child has said and link this to the child who has been accused of bullying.
For further guidance, refer to our Safeguarding Policy.

- **Report**

Share the safeguarding report with a Designated Safeguarding Lead (DSL). The names of all Designated Safeguarding Leads are displayed in school.

What should a parent do if they think their child is being bullied?
Talk to your child and record what they are saying. Make an appointment to meet with one of the school's Designated Safeguarding Lead (DSLs). It is important to recognise that the school may be unaware of the situation as bullying is often secretive and hidden. Good communication is vital so that parent and school can work together to support your child. Avoid approaching another child or parent yourself as this could exacerbate the situation.

What should a parent do if their child says another child is being bullied?
They should report the bullying to a member of the school's safeguarding team. This can be done by either phoning the school or asking to make an appointment with a member of the safeguarding team.

Reporting and responding

Procedures and consequences for bullying are directly linked to the degree of the bullying, its intensity and
frequency. It may be appropriate:

- To establish a full account of the reported bullying by speaking with those accused
- To have a conversation with DSL where the bully is told to stop
- To have a phone call to the parent of child who has been bullying (Language line will be used where parents have little or no English)
- For staff to write a social story and this to be shared with the child (who may have SEN needs)
- To revoke pupil privileges such as break time, clubs, school roles, representing the school
- To hold a Restorative Meeting with the children involved and provide additional peer support from school representatives
- For a Support and Intervention Plan to be written in order to support the bully to change future behaviours
- For the child to have pastoral support to explore any underlying reasons which may result in bullying behaviours
- For parents/carers of all parties to be informed and it may be appropriate to invite parents to school for discussions and to develop a plan using an appropriate approach e.g. Signs of Safety.

It is required that all prejudice incidents are reported to Norfolk County Council annually.

The school will additionally provide the victim with Pastoral Support which may include:

- Contacting the parents/carers and holding meetings with parents/carers (Language line will be used where parents/carers have little or no English)
- One to one support around confidence and self-esteem building.
- Taking part in a ZAP workshop on assertive anti-bullying strategies
- Referral to outside agencies

Should the bullying persist further consequences, depending on the severity of the circumstances:

- An internal inclusion in one of the pastoral spaces or SLT area.
- Outside agencies/interventions may be contacted
- Fixed term suspension
- Permanent exclusion

Monitoring & Tracking

All reported cases of bullying must be recorded using the school's internal safeguarding reporting system (CPOMs) and a Designated Safeguarding Lead (DSL) alerted. Every member of staff is trained on how to record such incidents and is responsible for recording this information on the schools internal safeguarding system. Designated Safeguarding Leads (DSLs) are responsible for recording actions and outcomes linked to the initial report and for checking whether there are any other reports of bullying behaviour on the school system linked to either the bully or victim. The DSL will feedback to staff (class teachers and teaching assistants) and family members involved with the children.

The Designated Safeguarding Leads (DSLs) report on bullying behaviour to the senior leadership team termly, who monitor the effectiveness of procedures and consequences. In addition to this, an annual pupil perception survey is conducted with the statement 'I know what to do if I, or someone else is being bullied.'

Senior Leaders will audit anti-bullying reports and look for trends to ensure that proactive strategies are having a positive impact in reducing bullying incidents, particularly incidents related to protected characteristics (Equality Act 2010). If negative trends are detected, leaders will act through education and staff professional development.

All prejudice related incidents are logged on the schools' internal safeguarding system and then separately reported to the Governing Body on a termly basis and the Local Authority on an annual basis.

School Contract
Parents/Carers are shared annually the school's Family Code of Conduct.

Supporting adults
Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:
- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.

- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Instigating disciplinary, civil or legal action as appropriate or require

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.