



Esh Winning Primary School Anti-Bullying Policy

Esh Winning 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 school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. The majority of bullying incidents are witnessed by other people. We believe that every child has a right to learn and be treated with respect and to play without fear, as agreed in the UNCRC, Article 29: 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights' and in Article 31: 'Every child has the right to relax and play'.

What is Bullying?

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. Bullying may be repeated over a period of time and it is very difficult for the victims to defend themselves. Bullying results in fear, pain, worry and distress to the victim(s). Bullying is often a purposeful and repeated action conducted by an individual or group and directed against an individual who cannot defend him / herself in the situation.

Bullying is considered to be:

- Repeated often
- Deliberately hurtful (including aggression)
- Difficult for the victim to defend themselves.

Bullying can take the form of (but is not limited to):

- **Verbal:** Name calling, use of threatening or provocative language, racial taunts, making fun of culture and religion, teasing, unfavourable or negative comments, gestures or actions relating to disability or special educational needs, spreading rumours.
- **Psychological:** Excluding from play, refusing to talk or even acknowledge an individual, threatening.
- **Physical:** Hitting, kicking, nipping, pushing tripping, taking or hiding another's property.
- **Online/Cyber:** Misuse of technology (internet or mobiles) to hurt or humiliate another person.
- **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 parent/carers' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

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 possible signs which may need to be investigated sensitively. The child or young person may:

- Become withdrawn, clingy, moody, aggressive, uncooperative 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 unusually 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
- A refusal to return to a place or activity.

We will give relevant and proportionate consideration to the public sector equality duty. The **protected characteristics** for schools are:

- Disability
- Gender identity
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation
- Age (not applicable to pupils)
- Marriage and civil partnerships (not applicable to pupils).

Bullying is harmful for all involved: not just the person who is bullied, but also to those who stand by. It can lead to lack of self-esteem, depression, anxiety and physical harm.

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.

Guidelines for Staff

Children have the right to be safe. All staff have a responsibility to keep them safe.

The Responsibilities of Staff

Our staff will:

- Foster in our pupil's self-esteem, self-respect and respect for others. Demonstrate by example the high standards of personal and social behaviour we expect of our pupils.

- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is bullied and to the bully and the importance of telling a teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.
- Ensure the immediate safety and well-being of children and young people.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Work with pupils and parents as necessary to resolve incidents. Parents of the child who is being bullied and of the child who has bullied should be supported to ensure that incidents are not repeated and children are happy at school.
- Record incidents and actions being taken and report suspected cases of bullying to a member of the Senior Leadership Team so that incidents can be monitored over time. Records will include names, date, details of incident, action taken (CPOMS).
- Follow up any complaint by a parent about bullying, and report back promptly to parents fully on the action which has been taken.
- If appropriate other relevant professionals may be contacted to address issues e.g. Education Psychology, Parent Support Advisor.
- Staff will receive ongoing training to ensure that strategies for dealing with incidents are consistent and their practice is up to date.
- Staff will be given regular training of the Data Protection Act 2018 with regard to the disclosure of information.

These actions have been taken:

- Staff and children are informed of developments on bullying issues through assemblies; via posters, leaflets, circle time, PSHE/RSHE lessons and Educate and Celebrate sessions.
- Co-operative behaviour is positively encouraged.
- Support is provided to victims of bullying and incidents are dealt with promptly.
- Support is provided to those alleged to be bullying and a plan devised to support positive behaviour in future. This can include signing a behaviour contract, writing stories or poems about bullying, having discussions about bullying and why it matters.
- Children can raise concerns through the Mini Police.
- Children also know that they can speak directly to class teacher, teaching assistants, lunchtime supervisors, Parent Support Advisor or members of Senior Leadership Team. They are aware and will be reminded that these staff members are required to share the information to help.

Anyone who bullies should be made aware of the effect of their actions. It should be made clear to them that they are bullying, that their behaviour is unacceptable and that it will not be tolerated. It should also be recognised, however, that some bullies themselves need help and support and that the school has a responsibility to ensure that they receive it.

All cases of alleged bullying should be reported to the headteacher/deputy headteacher. In any case of alleged bullying, either the class teacher, the headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the most appropriate member of staff should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s) and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All **incidents** of bullying should be recorded and monitored using the school's online system, CPOMS. The record should include details about the nature of the incident, a note of the action taken and a list of people who were notified. This includes racial incidents.

Our school's **procedure** for responding to incidents of bullying is as follows:

- Opposition to such behaviour is made clear.
- The reasons for the objections to such behaviour are explained.
- Steps are taken to ensure that such behaviour is not repeated. This will include the use of playground sanctions, during which time senior staff will work with the perpetrator to understand the seriousness of their words and actions.
- The parents of the perpetrator are reminded of the school's policy not to tolerate such behaviour.
- Children who have been bullied, and their parents, are supported.
- Children are given the opportunity to report after each session to a senior member of staff to update them on the situation.
- The nature and response to an incident is made known to other staff.

If the situation does not improve, the headteacher/deputy headteacher will meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action will be taken until the bullying has stopped.

The Responsibilities of Pupils

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets.

Remember

Bullying can make children feel scared and alone. 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. 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.

The Responsibilities of Parents

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their child/ren to report any bullying to their class teacher and explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Advising their children not to retaliate violently to any forms of bullying.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken;

- Keep a written record of any reported instances of bullying.

Cyberbullying Guidelines taken from DFE Standards site

Tackling cyberbullying

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. But their popularity provides increasing opportunities for misuse through 'cyberbullying'. It is crucial that children and young people, who are particularly skillful at adapting to new technology, use their mobiles and the Internet safely and positively, and that they are aware of the consequences of misuse. School staff, parents and pupils of Esh Winning Primary School have to be constantly vigilant and work together to prevent this form of bullying and tackle it wherever it appears.

The advent of cyberbullying adds new dimensions to the problem of bullying. Unlike other forms of bullying, cyberbullying can follow children and young people into their private spaces and outside school hours; there is no safe haven for the person being bullied. Cyberbullies can communicate their messages to a wide audience with remarkable speed, and can often remain unseen and unidentifiable.

What is cyberbullying?

- **Text message bullying** involves sending unwelcome texts that are threatening or cause discomfort.
- **Picture/video-clip bullying via mobile phone cameras** is used to make the person being bullied feel threatened or embarrassed, with images usually sent to other people. 'Happy slapping' involves filming and sharing physical attacks.
- **Phone call bullying via mobile phone** uses silent calls or abusive messages. Sometimes the bullied person's phone is stolen and used to harass others, who then think the phone owner is responsible. As with all mobile phone bullying, the perpetrators often disguise their numbers, sometimes using someone else's phone to avoid being identified.
- **Email bullying** uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them.
- **Chat room bullying** involves sending menacing or upsetting responses to children or young people when they are in a web-based chat room.
- **Bullying through instant messaging (IM)** is an Internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online.
- **Bullying via websites** includes the use of defamatory blogs (web logs), personal websites and online personal polling sites. There has also been a significant increase in social networking sites for young people, which can provide new opportunities for cyberbullying.

School staff, parents and pupils of Esh Winning Primary School need to work together to prevent this and to tackle it whenever it occurs.

The School has a duty to ensure that:

- Teachers have sufficient knowledge to deal with cyberbullying in school
- The curriculum teaches pupils about the risks of new communications technologies, the consequences of their misuse, and how to use them safely
- All e-communications used on the school site or as part of school activities off-site are monitored
- Internet blocking technologies are continually updated and harmful sites blocked
- We work with pupils and parents to make sure new communications technologies are used safely, taking account of local and national guidance and good practice
- Security systems are in place to prevent images and information about pupils and staff being accessed improperly from outside school
- They work with police and other partners on managing cyberbullying.

Staff have a responsibility to:

- Teach children safe Internet etiquette

- Apply school policy in monitoring electronic messages and images
- Give pupils key guidance on:
 - Personal privacy rights
 - Material posted on any electronic platform
 - Photographic images
- Act if a pupil is being cyberbullied or is bullying someone else
- Teach pupils the value of e-communications and the risks and consequences of improper use, including the legal implications.

Esh Winning Primary School can help parents by:

- School Councilors designing an information leaflet about cyberbullying including clear statements about on-line communications.
- Provide briefing for parents on:
 - On-line communication standards and practices in schools
 - What to do if problems arise
 - What is being taught in the curriculum.
- Support for parents and pupils if cyberbullying occurs by:
 - Assessing the harm caused
 - Identifying those involved.

Advice for pupils of Esh Winning Primary School

Remember, bullying is never your fault. It can be stopped and it can usually be traced.

- Do not ignore the bullying. Tell someone you trust, such as a teacher or parent, or call an advice line.
- Try to keep calm. If you are frightened, try to show it as little as possible.
- Do not get angry, it will only make the person bullying you more likely to continue.

There is plenty of online advice on how to react to cyberbullying. For example, www.wiredsafety.org have some useful tips:

Text/video messaging

You can easily stop receiving text messages for a while by turning off incoming messages for a couple of days. This might stop the person texting you by making them believe you have changed your phone number. To find out how to do this, visit www.wiredsafety.org.

If the bullying persists, you can change your phone number. Ask your mobile service provider (such as Three, O2, Vodafone or EE).

Do not reply to abusive or worrying text or video messages. Your mobile service provider will have a number for you to ring or text to report phone bullying. Visit their website for details.

Do not delete messages from cyberbullies. You do not have to read them, but you should keep them as evidence.

Text harassment is a crime. If the calls are simply annoying, tell a teacher, parent or carer. If they are threatening or malicious and they persist, report them to the police, taking with you all the messages you have received.

Phone calls

- If you get an abusive or silent phone call, do not hang up immediately. Instead, put the phone down and walk away for a few minutes. Then hang up or turn your phone off. Once they realise they cannot annoy you, callers usually get bored and stop bothering you.

- Always tell someone else: a teacher, parent or carer. Get them to support you and monitor what's going on.
- Do not give out personal details such as your phone number to just anyone. And never leave your phone lying around. When you answer your phone, just say 'hello', not your name. If they ask you to confirm your phone number, ask what number they want and then tell them if they have got the right number or not.
- You can use your voicemail to vet your calls. A lot of mobiles display the caller's number. See if you recognise it. If you do not, let it divert to voicemail instead of answering it. And do not leave your name on your voicemail greeting. You could get an adult to record your greeting. Their voice might stop the caller ringing again.
- Almost all calls nowadays can be traced.
- If the problem continues, think about changing your phone number.
- If you receive calls that scare or trouble you, make a note of the times and dates and report them to the police. If your mobile can record calls, take the recording too.

Emails

- Never reply to unpleasant or unwanted emails ('flames') — the sender wants a response, so do not give them that satisfaction.
- Keep the emails as evidence. And tell an adult about them.
- Ask an adult to contact the sender's Internet Service Provider (ISP) by writing abuse@ and then the host, e.g. abuse@hotmail.com
- Never reply to someone you do not know, even if there is an option to 'unsubscribe'. Replying simply confirms your email address as a real one.

Web bullying

If the bullying is on a school website, tell a teacher or parent, just as you would if the bullying were face-to-face.

If you do not know the owner of the website, follow one of the online safety links below to find out how to get more information about the owner.

Chat rooms and instant messaging

- Never give out your name, address, phone number, school name or password online. It is a good idea to use a nickname. And do not give out photos of yourself.
- Do not accept emails or open files from people you do not know.
- Remember it might not just be people your own age in a chat room.
- Stick to public areas in chat rooms and get out if you feel uncomfortable.
- Tell your parents or carers if you feel uncomfortable or worried about anything that happens in a chat room.
- Think carefully about what you write; do not leave yourself open to bullying.

Three steps to keeping safe

1. Respect other people - online and off. Do not spread rumours about people or share their secrets, including their phone numbers and passwords.
2. If someone insults you online or by phone, stay calm – and ignore them.
3. 'Do as you would be done by.' Think how you would feel if you were bullied. You are responsible for your own behaviour – make sure you do not distress other people or cause them to be bullied by someone else.

The **Protection from Harassment Act**, the **Malicious Communications Act 1988** and Section 43 of the **Telecommunications Act** may be used to combat cyberbullying. People may be fined or sent to prison for up to six months.

Parents of Esh Winning Primary School are encouraged to share these guidelines:

- Do not wait for something to happen before you act. Make sure your child understands how to use these technologies safely and knows about the risks and consequences of misusing them.
- Make sure their child knows what to do if they or someone they know are being cyberbullied.
- Encourage your child to talk to you if they have any problems with cyberbullying. If they do have a problem, contact the school, the mobile network or the Internet Service Provider (ISP) to do something about it.
- Parental control software can limit who your child sends emails to and who he or she receives them from. It can also block access to some chat rooms.
- Moderated chat rooms are supervised by trained adults. Your Internet service provider will tell you whether they provide moderated chat services.

Visit www.thinkuknow.co.uk for more information on Internet safety.

SOME USEFUL CONTACT DETAILS

The Anti-Bullying Alliance (ABA)

<http://anti-bullyingalliance.org.uk>

Bullying Intervention Group

<http://www.bullyinginterventiongroup.co.uk>

The National Society for the Prevention of Cruelty to Children

<http://www.nspcc.org.uk>

Internet Matters

<http://www.internetmatters.org/>

Bullying UK

<http://Bullying.co.uk>

Beyond Bullying

<http://www.beyondbullying.com>

Last Reviewed: September 2022.

Next Review: September 2023.



Alleged Bullying and/or Prejudice-Related Incident

Investigation Form (BPRI-1)

Name of reporter:							
Type of reporter:		<i>Pupil</i>		<i>Staff</i>		<i>Parent</i>	<i>Visitor</i>
Date, time & location of alleged incident:							
Alleged incident relates to the following protected characteristic(s):							
	Age				Race		
	Disability or SEN				Religion or Belief		
	Gender Reassignment (Gender Identity)				Sex (Gender)		
	Marriage/Civil Partnership				Sexual Orientation		
	Pregnancy or Maternity				All other reasons		
Nature of alleged incident:							
	Name calling/verbal abuse				Written/Graffiti		
	Physical aggression				Spreading rumours		
	Joke or Ridicule				Intimidation/threat		
	Damaging/taking possessions				Refusal to cooperate		
	Deliberate exclusion				Extortion		
	Cyber-bullying				Other.....		
Details of people involved:							
	Full Name	Gender	Year group/ staff/parent/ adult	Ethnic Origin Code	SEN or Disability	Role*	Other Relevant Information (i.e. disclosed sexual orientation, faith group, refugee)
1							
2							
3							
4							
5							
<ul style="list-style-type: none"> V = Victim P = Perpetrator A = Associate W = Witness D = Defender 							
Brief description of alleged incident:							
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>							
Action Checklist: (tick as appropriate)							
	Discussions had with all involved?						Repeat victim?
	Parents/carers of alleged victim notified?						Repeat perpetrator?
	Parents/carers of alleged perpetrator notified?						Referral to other agencies?
Form completed by: (name and role)						Date completed:	
<p>This form is an example produced by Equalities Education Team within Durham County Council. Schools can personalise this form to meet their own needs. After completing this form schools should formulate their own records system in order to look for patterns and trends in incidents. Please be mindful of GDPR when sharing this form. This form does not need to be returned to the local authority. However, the local authority can be contacted for advice and support around incidents on Equalities Education EqualitiesEducation@durham.gov.uk.</p>							