The Humberston C of E Primary School Anti-Bullying Policy

Adopted by Governors January 2018
Last Review: February 2026
Next Review: February 2028

ANTI-BULLYING POLICY

Unlocking Possibilities, Making a difference

'I can do all things through Christ who strengthens me' Philippians 4:13

Overview

The Humberston CE Primary School vision is central to our anti-bullying policy, ensuring all are empowered to make a difference, big or small to the lives of others and ourselves. We aim to unlock the possibilities that new friendships can bring and help children to nurture existing friendships. We are committed to providing a caring, friendly and safe environment for all of our pupils so 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 feel able to inform staff and understand that incidents will be dealt with promptly and effectively. We are a 'telling' school - anyone who knows that bullying is happening is expected to tell an adult in school. Everyone will be vigilant and will intervene promptly if there are any signs or reports of bullying.

This policy aims to make clear what constitutes bullying, what can be done to prevent it and how incidents should be dealt with; including sanctions and support for targets of bullying.

OBJECTIVES

1. To ensure that all feel safe and free from bullying and intimidation at school and online.
2. To build an ethos where learners feel safe, free from threat and intimidation.
3. To promote good relationships where all are treated well and where learners care for each other.
4. To act promptly and effectively at the first sign of bullying.
5. To encourage learners and parents to report any attempted bullying.
6. To protect and reassure any victims of bullying.
7. To have effective sanctions to deter bullying and to have successful strategies to reform bullies.
8. To make this a happy school that is free from bullying.

Definition

The term 'Bullying' is a way of describing a pattern of repeated, negative behaviour intentionally targeted towards an individual. There are a number of key features of bullying behaviour:

- **Repetitive:** behaviours that intentionally happen more than once outside of the friendship group *could* make up a pattern, which *could* be understood as bullying.
- **Intentional:** Bullying is never accidental.
- **Power imbalance:** In a bullying situation, one individual can become more powerful than the individual being victimised. Maintaining this power is what *could* make the repeated behaviours a sign of bullying.
- **A group activity:** Even if only 1 person carries out the act of bullying, others may be involved by way of by standing and encouraging the behaviour further.

Relational Conflict

Bullying is not to be confused with relational conflict. As children begin to develop their social skills, it is normal from time to time for children to fall out with each other. This is identified as a relational conflict and is not considered to be bullying.

Definition of relational conflict

- Can be intentional or unintentional, accidental or a result of a misunderstanding or disagreement.
- Balance of power is equal
- Disagreements may sometimes display some element of a physical act to demonstrate their upset or frustration.
- Remorse is shown after the event and efforts are made to resolve the issue
- Children may return to being friends or playing with each other.

STRATEGIES

1. We will use our behaviour policy effectively to promote good behaviour so that there is an ethos where bullying is unacceptable.
2. All will be expected to be vigilant and to intervene immediately and effectively if any bullying is observed or reported.
3. Targets of bullying must be encouraged to tell and to see that telling works. Children and young people are sometimes frightened that telling might make it worse. But not telling strengthens the bully and makes him

or her feel that they can continue bullying. Telling makes the problem public. The bully's greatest shield is anonymity. Learners will be encouraged to report bullying and when they do so they will be listened to and taken seriously.

4. Every allegation of bullying will be investigated, recorded on CPOMs and followed up.
5. Any victim of bullying will be well-protected immediately and in the future.
6. Any allegations of bullying should be reported to the class teacher in the first instance who will refer this to the Deputy Head, Miss McCoid. In the event of an unresolved issue, this should be referred to the Head Teacher, Mrs Ranshaw.
7. PSHCE sessions and circle time will be used to discuss bullying, including cyber bullying and to ensure that all are aware that bullying is never acceptable and that the victim must always report it to parents, staff or friends.
8. We will use the school's discipline and rewards strategy to reinforce this anti-bullying policy.
9. Learners and their parents will be made aware of this policy.
10. The parents of all concerned will be informed and involved in any reported incident and will be expected to support this school policy.
11. Any conversations with parents regarding alleged incidents of bullying will be recorded on CPOMs and kept in the anti-bullying folder.

OUTCOMES

This school will have a warm, friendly, welcoming and safe ethos where all can live out our school vision of making a difference and unlocking possibilities. It will be a place where bullying is not tolerated and where all will treat others as they themselves would expect to be treated.

Parents

If you have any concerns regarding bullying, please report your concerns in the first instance to your child's class teacher, who will put specific measures in place and monitor the situation. If you feel the matter has not been resolved following these measures, the next stage is to speak to our Deputy Head, Miss McCoid, who will discuss the next steps with you. If following these interventions, you require further support, Miss McCoid will refer you to Mrs Ranshaw, Head Teacher.

This policy is to be read in conjunction with the Behaviour management policy

The Humberston Church of England Primary School
Incident Log for any incidents of alleged bullying

Name of child:	Name of perpetrator:
Year Group:	Year Group:
Date of incident:	Location of incident:
Time of incident:	Logged by:
Please provide a description of the incident. Please attach any other documentation such as letters of apology or complaint to the back of this form.	
Consequences given	
Action taken by SLT	

Print name: Signature:

Anti-bullying Procedural Flow Chart

Class Teacher

In the event of concerns about bullying being raised, the class teacher will complete the following actions;

1. Ensure the victim feels safe and secure and reassured that their concerns will be taken seriously and will be handled sensitively.
2. The interactions between the children involved will continued to be closely monitored for 1 week by the class teacher and supervisory staff.
3. For 3 weeks, the class teacher will regularly check in with the child to see how they are feeling about the situation and to check all is resolved.
4. Put measures in place to immediately safeguard the victim whilst they investigate such as;
    - Swap seats around in class so the victim and perpetrator are seated separately.
    - Ensure the children are lined up separately.
    - Ensure there is no unsupervised time between the victim and perpetrator such as going to the toilets or cloakrooms at the same time.
    - Alert all supervisory staff so additional supervision of the victim and perpetrator is in place during the investigation and monitoring period during breaks and lunchtimes, including the hall.
    - Provide additional support for the victim through our ELSA (Emotional Literacy Support Assistant)
5. The class teacher will investigate the concerns with all children hearing the viewpoint of both the victim and the alleged perpetrator and any other bystanders, giving consequences where needed in line without behaviour policy.
6. The parents of the perpetrator will be notified by the perpetrator's class teacher.
7. Where appropriate and safe, conflict resolution will be sensitively used by the ELSA to try to resolve any issues between the children.
8. The class teacher will record the concerns and discussions with pupils and parents on the paper bullying incident form and log this on CPOMs.
9. The incident form will be given to the Deputy Head, Miss McCoid, who will store it in the bullying folder.
10. Parents of the victim will be informed of the outcome by the class teacher, although consequences of children, not their own, will never be shared.

Deputy Head

In the event that the above actions are unsuccessful, the class teacher or parent will refer their concerns to Miss McCoid who is the Deputy Head.

Miss McCoid will already have some knowledge of the concerns after having received the incident logs.

1. The above safeguarding measures will be re-introduced and Miss McCoid will conduct further investigations.
2. She may work through restorative approaches with the perpetrator to promote accountability and encourage them to seek to repair harm caused. This may include incentives to make the right choices in the future, in line with Christian character of the school.
3. Miss McCoid may issue further sanctions where required such as exclusions from certain activities or areas of the school, for example, Games clubs, the lunch hall or gym area.
4. Miss McCoid will check in with the children regularly for the week to monitor improvements.
5. Miss McCoid will discuss the issue individually with the children and individually with both sets of parents at the end of the week. Monitoring will continue for the following 2 weeks by supervisory staff.

Head Teacher

In the event of further incidents of bullying, Miss McCoid and/or parents will refer to Mrs Ranshaw, Head Teacher.

1. Mrs Ranshaw will meet individually with the victim and their parents to discuss next steps.
2. Mrs Ranshaw will meet with the alleged perpetrator and their parents to discuss next steps.
3. Further support and/or sanctions will be identified. Examples of support could include where appropriate
    - Additional sessions with our ELSA

- Daily reports
- Referral to Compass Go for emotional support for the victim
- Referral to Compass Go for the perpetrator to have support with managing overwhelming emotions such as anger.
- Internal isolations and exclusions from class and/or break/lunchtimes
- Lunchtime suspensions
- Fixed term suspensions
- Referral to the Educational psychologist
- Referral to Families First Access Point for parents to access parenting support and advice.