

## Sabden Primary School



## Anti-Bullying Policy

### Principles and Values

As a school, Sabden Primary takes bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying, in any form, (including cyberbullying) is not acceptable and will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within the school or in the local community. The Christian ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Sabden Primary School makes clear to all that:-

- Children will be provided with a safe and caring environment
- Bullying behaviour is unacceptable and will always be challenged
- Reports of bullying behaviour will be taken seriously and recorded
- Children will be listened to and will know that it is “OK to tell”, who to tell and how to tell
- There will be swift and clear responses to any report of bullying behaviour
- Parents will be informed of any incident, listened to, and will be kept apprised of how their concerns are being dealt with.

### Philosophy

Bullying behaviour is a totally unacceptable practice which is unfortunately present, in varying degrees in all schools. It is a practice that causes great distress to its victims and can have serious and long-lasting consequences.

Sabden Primary School has always actively opposed bullying behaviour and consequently has developed and incorporated strategies for dealing with bullying behaviour into the general behavioural procedures operating throughout the school. This policy aims to formalise a whole school policy on bullying behaviour which will help to ensure a common and consistent approach to bullying with an emphasis on prevention.

## **Objectives of this policy**

- All governors, teaching and non-teaching staff, pupils, and parents should have an understanding of what bullying is.
- All governors, teaching, and non-teaching staff should know what the school policy is on bullying and follow it when bullying behaviour is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Confirm the opposition of the school to all forms of bullying and thereby emphasise the importance the school attaches to bullying behaviour.

Whilst the policy document can be read as a freestanding paper, it is intended that it should be read in conjunction with the Behaviour Policy. Other school policies are relevant e.g. Child Protection and Safeguarding, PSHE, SEN and Equality Objectives.

## **What is bullying?**

Bullying is unacceptable behaviour used by an individual or group, repeated over time, that intentionally hurts another individual or group physically or emotionally. Bullying can be short-term or continuous over long periods. It is also known as **child on child abuse**.

Bullying behaviour can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, other protected characteristics or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

## **Child on Child Abuse**

It is important to recognise that children can abuse other children and it can happen both inside and outside of educational settings and online. This is referred to as '**child on child abuse**' and can include:

- bullying, including cyberbullying, prejudice-based and discriminatory bullying
- abuse in intimate personal relationships between children and peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; this may include an online element which facilitates, threatens and/or encourages physical abuse
- sexual violence; this may include an online element which facilitates, threatens and/or encourages sexual violence
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- causing someone to engage in sexual activity without consent
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- 'Upskirting' which involves taking a picture under someone's clothing without them knowing causing the victim humiliation, distress or alarm. 'Upskirting' is a criminal offence and anyone of any gender, can be a victim

All staff at Sabden Primary School have been trained to recognise the indicators and signs of **child-on-child abuse** and know how to identify it and respond to reports in line with the safeguarding and child protection policy. Even if there are no reports of **child-on-child abuse**, it is recognised by staff that this does not mean it is not happening; it may be the case that it is just not being reported.

Staff at Sabden Primary School understand the importance of challenging inappropriate behaviours between children that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios, a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Stopping violence and ensuring immediate physical safety is a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Bullying type behaviour also includes where there is an imbalance of power, leaving the person who is being bullied feeling defenseless.

Bullying may be carried out by an individual pupil or groups of pupils, by an unknown person or group, and is made up of repeated/regular incidents.

### **Bullying can be:**

- **Emotional** - being unfriendly, excluding, tormenting, threatening behaviour.
- **Verbal** - name-calling, sarcasm, spreading rumours, teasing.
- **Physical** - pushing, kicking, hitting, punching, or any use of violence.
- **Cyberbullying** - all areas of internet, email, and internet chatrooms such as Twitter, Facebook, Instagram misuse including sexting, mobile threats by text messaging and/or call misuse of social media and associated technology ie: camera and video facilities including those on mobile phones, Ipads, and games consoles
- **Racist** - refer to Appendix 1 for definition and policy
- **Sexual** - unwanted physical contact, sexually abusive comments, sexting.
- **Homophobic** - because of, or focussing on the issue of sexuality

### **Establishing an Ethos of Care and Openness**

The very act of bullying generates fear, silence, and secrecy. The school must attempt to overcome this concept and replace it with a collective attitude that denounces bullying behaviour as anti-social and cowardly.

Some incidents of bullying behavior are seen by staff and are therefore relatively easily dealt with. However, some incidents are not seen and we rely on pupils to tell us. The only way in which bullying behaviour can be effectively dealt with is in an environment that generates an ethos of care, trust, and openness. Pupils will only bring incidents of bullying behaviour to our attention when they feel secure and confident that they will be afforded justice and support if they complain of being bullied.

Sabden Primary School is fortunate that such an ethos already exists due to the nature of the philosophy adopted by the school towards working with its pupils and helping them to overcome their difficulties.

### **Staff**

Bullying behaviour can occur at any time of day. Many incidents are carried out surreptitiously both in and out of class. All staff are responsible for preventing/dealing with bullying behaviour and therefore need to be constantly vigilant for such incidents.

Teamwork is essential; our pupils need to see that all staff are united and deal with bullying behaviour fairly and consistently. Communication is an essential element of teamwork. Classroom assistants, welfare assistants, and teaching staff should pass on information to the perpetrator's/victim's class teacher and the key stage leader. Sharing information helps to avoid pupils playing staff off against each other.

Whilst the high level of supervision within the school minimises the opportunities for bullying behaviour, there are certain vulnerable times of day - i.e. arrival/departure, break/lunchtimes, and moving between lessons. Similarly, there are vulnerable areas of the school - i.e. playgrounds, corridors, toilets, and cloakrooms. Particular vigilance is needed here and all staff should monitor these areas.

The school will act and exercise authority where appropriate beyond the school day and apply appropriate sanctions. (refer to Behaviour Policy for specific information).

### **Curriculum**

Certain areas of the curriculum/school day are important vehicles by which the school can communicate to pupils, and vice versa, the socially unacceptable nature of bullying behaviour. Pupils frequently do not see that their actions constitute bullying behavior – eg. "I was only messing." Many victims are in fear of bringing complaints due to fear of reprisal. At Sabden Primary School, we educate our pupils as to what is right and wrong, acceptable and unacceptable. Furthermore, we endeavor to create an ethos in which victims and the perpetrators of bullying behaviour can be supported.

The main curriculum areas in which bullying can be dealt with are Personal Social and Health Education (PSHE), Religious Education (RE), and worship. We also devote a specific time to work on anti-bullying which usually links with the anti-bullying week in November.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

1. Report bullying incidents to the class teacher in the first case. The class teacher will report and monitor the situation.
2. In cases of all bullying allegations, the incidents will be recorded by staff on our safeguarding system so all relevant staff are aware and can monitor, including the headteacher & Key Stage Leader.
3. In serious cases, all parents (perpetrator and victim) should be informed and may be asked to attend a meeting to discuss the problem.
4. If necessary and appropriate, the local PCO (Police Community Officer) attached to the school may be consulted.
5. An attempt will be made to support the child using the unacceptable behaviour towards others, to change their behaviour (refer to Behaviour Policy for further information).

#### **Do not:**

1. Attempt to sort the problem out yourself by speaking to the child or the parents of the child you think maybe behaving inappropriately towards your child – this could escalate the situation.
2. Encourage your child to use ‘bullying behaviour’ back – they will be sanctioned in the same way as the perpetrator (see Behaviour Policy for further details).

### **Monitoring and evaluating the policy process**

The Headteacher and Governors’ Curriculum Committee will monitor the policy and check its review. The Headteacher and all teaching and non-teaching staff will be responsible for the implementation of the policy.

This policy will be read in conjunction with:

Safeguarding Policy

Online safety Policy

Behaviour Policy

Equality Statement and Objectives

SEN policy

PSHE Policy

## **APPENDIX 1**

### **Anti-Racism**

Like bullying, racism can exist in any school, even those where its pupils are made up of one ethnicity. Sabden Primary School is situated in a semi-rural, largely white area and has a predominantly white intake, so it may not be immediately apparent why our school should need an anti-racist policy. However, it is precisely because many of our children have had little contact with or experience of other cultures that ignorance, confusion, and misinformation may result and opinions about other cultures become stereotyped. However, we have these principles and roles in place to ensure that racism can be quickly stopped if an incident occurs; we are giving a clear message to everyone in the school community that racism will not be tolerated.

#### **Definition**

Racist behaviour occurs when someone is belittled, mocked, intimidated, vilified, or shamed because of their:

- physical appearance
- ethnic background
- religious or cultural practices
- the way they talk or dress.

Racist behaviour is any hostile or offensive act or expression by a person of one racial/ethnic origin against a person/group of another racial/ethnic origin. It can range from casual but hurtful remarks to deliberate physical and verbal attacks and can include religious abuse and vilification. Unfortunately, racist behaviour can occur in any school community, although it is very rare at Sabden Primary School.

Racist behaviour in an educational institution can include:

- Physical assault because of colour and/or ethnicity;
- Derogatory name-calling, insults, and racist jokes;
- Racist graffiti;
- Provocative behaviour e.g. wearing racist badges/insignia;
- Bringing racist materials e.g. leaflets, magazines into school;
- Verbal abuse/threats;
- Incitement of others to behave in a racist way (whether or not the ethnic group are aware of not);
- Racist comments in the course of lessons;
- Ridicule of cultural differences e.g. food, music, dress, etc.;
- Refusal to cooperate with other people because of their colour and/or ethnicity.

#### **Aims and Objectives**

Sabden Primary School is a safe and secure environment where everyone can learn, irrespective of their nationality, ethnic background, or faith. It is not possible to achieve this

if anyone faces prejudice or hostility. Racism is wrong. We, therefore, do all we can to prevent it by sustaining a positive, happy and healthy whole school ethos in which equal opportunity is fundamental.

**We want to:**

- Make our school safe and welcoming for all pupils, parents, and staff;
- Sustain an environment in which racist assumptions, attitudes, and behaviour are challenged;
- Sustain an environment in which we all recognise and celebrate our similarities and our differences;
- Provide a curriculum that emphasises the positive aspect of all cultures and a multi-cultural society;
- Give all pupils, parents, and staff the confidence that racism can and must be eradicated from our society;
- Ensure staff are always aware of implicit racism and issues surrounding the use of correct terminology, customs, language, etc.
- Ensure staff intervene directly when they are aware of racist incidents.

**The role of Children**

- All pupils should know that racism is wrong
- Pupils should tell any adult (school staff or parent/carer) if they know of any racism in our school.
- Pupils should tell us their honest views about school in regular feedback e.g. PSHE lessons, School Council meetings, informal conversations with staff during lunch/breaks. These views can be specifically about racism but may also be about how safe and welcome they feel at school.

**The role of Teachers and other staff in school**

- All staff take racism seriously; they aim to ensure racism is seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff, and to parents the message that racism is wrong and unacceptable at our school and in society.
- All racist incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of racism, they should refer it to the Headteacher directly.
- Adults fully support the victim of racism. Time is spent to restore the victim's confidence, happiness, and other aspects of health. For children, this will usually be by the class teacher, but other adults will monitor and restore the child's well-being through checks to ensure that they are being looked after and are safe. The child's parents/carers will be consulted.
- They also aim to stop the problem. For the child who has been racist, consequences are put in place (including informing parents/carers); time is spent with the pupil who has been racist to explore attitudes and reasons and to make clear that his/her actions are unacceptable – as above, this will usually be led by the class teacher, but other adults will be vigilant about monitoring the child's choices and well-being.
- For a member of staff who has been racist, disciplinary procedures will be pursued.

- All teachers and support staff should equip themselves with skills and awareness e.g. through available CPD, policy reviews.
- All teachers and teaching assistants should follow our PSHE scheme; these sessions and other teachings should not shy away from discussing racism, how unacceptable it is and how people can stop it if there are any signs. Where most effective, term topics should promote community cohesion and how to make a positive contribution to society.
- Staff should follow the principles set out in this policy to continue our school climate of mutual support and praise, so making racism less likely.

### **The role of the Headteacher and Staff Team**

- The Headteacher will ensure all principles and roles set out are implemented.
- In particular, this includes ensuring that everyone in school knows that racism is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism.
- In the case of serious incidents, an assessment must be carried to find out which members of the school community must be informed i.e. whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents/carers should be informed.
- If there is an allegation against a member of staff, it should be dealt with under the Disciplinary Procedures Policy.
- Racist graffiti must be removed/deleted as soon as it is evident; if this is not possible, advice will be sought and pupils, parents, and staff are made aware of this situation if necessary
- The Headteacher monitors the effectiveness of staff in promoting community cohesion and positive relationships, and in providing support for victims of racism.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.
- The Headteacher has overall responsibility for dealing with racist incidents and recording the action taken using the school safeguarding system.

### **The role of Parents/Carers**

- Parents/carers have the responsibility of supporting this entire policy on positive relationships and behaviour – **particularly if the incident reported is not on the school premises and occurs outside of the school day.**
- Parents/carers concerned about racism should contact their child's class teacher or the Headteacher straight away. They might be worried that their child is a victim of racism, but they should also contact the school if they suspect their child may have been racist to someone else. If they are dissatisfied with the response, they should use our complaints procedure by putting a formal complaint to the Governing Body.

### **The role of Governors**

- The Governing Body supports the school in all the principles and practices set out in this policy. Any racist incidents will be taken very seriously and dealt with appropriately.

- The Governors monitor incident occurrence and review the effectiveness of policy and practice. This requires the Headteacher to keep accurate records and report to governors on the effectiveness of strategies used to counter racism.
- It will respond to any formal complaint from a parent/carer in line with our complaints procedure.

### **The Curriculum**

- We will use the Curriculum to teach tolerance and opportunities across all subjects to support pupils in valuing cultural diversity and understanding.
- We are committed to identifying cultural awareness issues across the curriculum, and to maximising opportunities both within and outside the classroom to promote greater understanding and to lead pupils towards becoming confident and positive contributors to their community.
- More specifically, there are regular opportunities available through Personal, Social, and Health Education (PSHE) to prepare pupils to meet their responsibilities as citizens in a multi-cultural society. Within this context, the school will continue to teach pupils the difference between right and wrong and the need to respect one another as well as themselves. We will seek to promote racial harmony, prepare pupils for living in a diverse and increasingly interdependent society, and specifically address racism, sexism, and other forms of discrimination.
- The RE curriculum is also key in enabling pupils to gain insights into the origins and practices of their own cultures and those of the wider community. Various trips over different year groups allow the first-hand experience of different cultures and beliefs. All teachers are expected to respect the rights of others and to respect those with different beliefs: expressing a personal view in an unprofessional way would be considered inappropriate.

### **Support – Behaviour and Anti-Bullying Policies**

- We include racial issues in Sabden Primary School’s Behaviour and Anti-Bullying policies, concerning our principle of promoting anti-racist practices and behaviour.
- Victims of racism may be fearful of the consequences of reporting an incident, or the persecutors may be afraid to admit their role in the racist incident. However, our system of support through our behaviour policy and anti-bullying policy is robust, for both the victim and the perpetrator.
- Leadership, staff, and governors will respond in a timely, caring, sensitive, and thorough way to reduce the effects of distress from racist incidents.

### **Document Control**

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