

Anti-Bullying Policy



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Anti-Bullying Policy

Rationale

The Anti-Bullying Alliance 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. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

We also recognise that peer-on-peer abuse is a form of bullying. This is defined in Keeping Children Safe in Education 2024 as follows:

“Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between 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, such as rape, assault by penetration and sexual assault; (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

Peer on peer abuse is not tolerated in any way at our school, and all staff are trained to look out for its signs. Any incidents, or suspected incidents, or peer-on-peer abuse or bullying will be brought to the attention of the headteacher at the earliest opportunity and always on the same working day.

Aims and objectives

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person’s responsibilities with regard to the eradication of bullying in our school. In doing so, we comply with Section 89 of the Education and Inspections Act 2006. Pupils are involved in aspects of the anti-bullying policy and the school-behaviour policy, and thus we meet Article 12 United Nations Convention on the Rights of the Child 1989. We follow the Equality Act of 2010 and thus staff will act to prevent discrimination, harassment and victimisation in the school.

Evergreen Primary Academy uses a three-stage approach for dealing with incidents of bullying: All staff should adopt a positive mind set when responding to bullying concerns and have options for how to respond to incidents of bullying in a planned, deliberate and positive way.

Stage 1 – Investigate & teach

- Listen to the child, parent or staff member who is reporting the suspected bullying behaviours
- This will be logged on our internal safeguarding system (CPOMS) and on our safeguarding tracker as ‘suspected bullying’
- A trusted adult will speak with all the children involved to investigate what has happened.
- EPA staff will support the children to understand that the behaviours displayed are either bullying or a one off behaviour incident and explain the level of distress that has been caused by the behaviours.
- EPA staff will support a mediated conversation or a restorative conversation.
- Parents of all children involved will be informed

Stage 2 – Monitor and support

- Monitor the situation carefully. The class teacher will take the lead on this and involve regular check ins.
- Help the bullied pupil to identify ways in which he/she may be strengthened and supported, e.g. peer support, trusted adults and scripting.

- Support the child who is demonstrating the bullying behaviour to understand better choices and know how to act appropriately in different social situations. This might be through a group social intervention or lunchtime club
- Be prepared to intervene with a higher response level if the situation persists or deteriorates.
- To ensure regular feedback is given on agreed actions. After a period of support and monitoring carefully it is likely that there will be no further incidents and the CPOMs log can be closed. It is the duty of staff to handover relevant information to subsequent teaching staff so that low level monitoring can continue, and awareness and vigilance can be ensured.

Stage 3 - Further investigation and support

Stage 3 will occur when further incidents have been reported. Interventions at stage 3 will involve the Safeguarding Lead, SENCO, and other senior leaders, in collaboration with pupil(s) and parents to determine the way forward in affecting change. Bullying at this level often involves complex group dynamics, where a number of roles are evident, such as those displaying bullying behaviour, bystanders and pupils experiencing bullying. Consequently, interventions will require one-to-one meetings, small group work and whole class involvement.

- Listen to the child, parent or staff member who is reporting the further bullying behaviours
- A trusted adult will speak with all the children involved to investigate what has happened and determine if it is bullying.
- This will be logged on our internal safeguarding system under the category 'suspected bullying'
- EPA staff will support the children to understand that the behaviours displayed are bullying and explain the level of distress that has been caused by the behaviours.
- EPA staff will support a mediated conversation or a restorative conversation.
- Individual plans will be put in place to support the victim and the perpetrator/s.
- Parents of all children involved will be informed
- Where appropriate external professionals will be involved

In very rare cases, bullying is identified as severe and involves a significant threat to the safety and welfare of the pupils. Such severe bullying concerns may be new or may have proved resistant to earlier school interventions and have now been assessed as high risk. Incidents at this level must be assessed in relation to the risk posed to any/all of the pupils involved. As such, the school's safeguarding policy and procedures will need to be invoked. In addition to safeguarding procedures and practices including referral to external support services, this may include referral to outside agencies such as an educational psychologist or Be Safe. The school's interventions should continue to implement interventions detailed at stage 3 as appropriate.

The role of the Principal

It is the responsibility of the Principal to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Principal ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Principal draws the attention of children to this fact at suitable moments. For example, assemblies will refer regularly to our school values of caring and respect; the definition of bullying will be shared and discussed with pupils at least once a year (usually during Anti-bullying week) and Principal may decide to use assembly as a forum in which to discuss with other children why particular bullying behaviours are wrong, and what consequences the school is putting in place to keep all children safe. There are also regular reminders to all pupils about what to do if they are worried about anything with trusted adult sessions taking place regularly.

The Principal ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Principal sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Principal will bring the anti-bullying policy to the attention of the pupils and the parents at least once a year.

All bullying incidents will be brought to the attention of the designated safeguarding lead (DSL) whether or not that is the Principal. The DSL will take appropriate action according to the type of incident. Where behaviour has been identified as falling under the definition of bullying this will normally always involve meetings with parents of any children involved, both as victims and perpetrators. Guidance will be followed from respected sources including the NSPCC and The Anti- Bullying Alliance.

The role of the teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They document all logs on CPOMs and talk to the Senior leadership team if there are any patterns that they have noticed.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. The senior leadership team must be informed and, as with any behaviour incident where the senior leadership team is called upon, the the child's parents will be informed. This may be either by the teacher themselves or by the senior leadership team, as agreed at the time.

If, teachers become aware of any bullying taking place between members of a class, they will deal with the issue at the earliest opportunity. This may involve formal or informal counselling and support for the victim of the bullying, and will always involve a consequence for the child who has carried out the bullying. Teachers or another suitable member of staff, such as a learning support assistant, will spend time talking to the child who has bullied: they will explain why the action of the child was wrong, and will endeavour to help the child change their behaviour in future. The senior leadership team will ensure that the parents or carers of both the 'victim' and the 'bully' will be involved throughout this process.

Teachers attend training as necessary, to ensure that they feel equipped to deal with incidents of bullying and behaviour management. Teachers are encouraged to raise training needs with the senior leadership team whenever they feel a need to do so.

Teachers use their professional skills to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, they aim to prevent incidents of bullying. Our Jigsaw curriculum for Personal and Social Education, and for Relationships Education, supports teachers in this work.

If bullying outside school is reported to school staff, it will be investigated and acted on according to advice given by The Anti-Bullying Alliance 2014, *'Bullying and the Law'*, and the DfE publication, ['Preventing and Tackling Bullying.'](#) This includes cyberbullying.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or the principal immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The Role of the pupils

We expect our pupils to:

- refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- seek out and tell a trusted adult of any concerns
- 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.

Pupils' Property

Schools will search pupils' property if there is a risk of serious harm to another person, and the item(s) will be confiscated, without question. (Section 85 clause 3A of Education Act 2011)

Police

In the unlikely event of bullying being threatening, violent, constant harassment or anything involving hate crime, police participation may be necessary. Evergreen work closely with our local PCSO and will seek advice if and when needed.

Definitions of other forms of bullying

Online bullying - is the use of technology (social networking, messaging, text messages, email, chat rooms, etc.) to harass threaten or intimidate someone for the same reasons as stated above. It can take many forms and this list is not exhaustive:

- Abusive or threatening texts, emails, or messages
- Posting abusive comments on social media sites or group chats
- Sharing humiliating videos or photos of someone else
- Stealing someone's online identity
- Spreading rumours online
- Trolling-sending menacing or upsetting messages through social networks, chat rooms or games
- Prank calls or messages
- Anonymous messaging
- Encouraging a young person to self-harm
- Pressuring children to send sexual messages or engaging in sexual conversations.

Prejudiced related bullying -refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society, e.g. disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity.

Initiation/Hazing - Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as sports team, etc. There are several different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The ceremony welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Hate Crime - Hate crimes happen because of race, gender identity, religion, sexual orientation, and disability. They can happen anywhere, home, school and in the community and can be frightening for both victim and witnesses and is an offence. Hate crimes can include:

- Physical attacks - physical assault, damage to property, offensive graffiti, neighbour disputes and arson
- Threat of attack - offensive letters or emails, abusive or obscene telephone calls, groups hanging around to intimidate you and unfounded, malicious complaints
- Verbal abuse or insults - harassment over the phone, by text or face to face, abusive gestures, and remarks, bullying and threats