

# South Molton Community Primary School

Anti-Bullying

# & Cyberbullying Policy.

This policy was drawn up alongside the staff, pupils and governors at our school.

**Our children from Year 2 gave us their definitions of bullying to use in this policy to help other children to understand what it is.**

**Bullying is when the same person makes you feel unsafe or sad over and over again.**

**Falling out or little arguments is not bullying, that's just what happens when friends don't agree.**

**Bullying is when someone keeps hurting you or your feelings on purpose more than once.**



At South Molton Community Primary School we believe that every child has the right to learn in a school environment, free from bullying of any kind and in which they feel safe and supported. Bullying of any kind is deemed unacceptable and will always be treated seriously and acted upon.

**We define bullying as ...**

**Unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time.**

Bullying includes:

- Verbal – for example name-calling, taunting, mocking, sexual comments, and/or suggestions.
- Physical – for example kicking, hitting, pushing, taking belongings, unwanted physical contact.
- Emotional – for example excluding people from social groups and spreading hurtful and untruthful rumours.
- Cyber Bullying – text messaging, prank mobile calls and inappropriate use of social networking sites (see Appendix 1)

Causing physical or emotional damage to a pupil or group of pupils and can be motivated by prejudice on grounds of race, religion, violent extremism or radicalisation, culture, sex, gender, homophobia, disability and special educational needs or because a child is a looked after child or adopted or is a carer

**Bullying is not when children have the odd argument, fall out or engage in a one off tussle.**

We believe that it is important that children know the difference between falling out and bullying. It is important for children to learn how to solve disputes and disagreements independently and we actively teach social skills alongside teamwork activities to support this. Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as during lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Our computing curriculum emphasises e-safety and children are taught how to respond to unwanted or inappropriate content and communications. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. The children also have access to worry boxes which offer a confidential way to approach a member of staff or for the victim's friends to alert an adult about their concerns. The school has Anti-Bullying Ambassadors in year 6, who have received training and can support their peers.

All schools, both large and small, contain some pupils who have the potential for bullying behaviour. If a school is well disciplined and organised, it can minimise the occurrence of bullying. This school has a clear behaviour policy for the

promotion of good citizenship, where it is clear that bullying is a form of anti-social behaviour.

### **Our aim**

1. To present to children a safe and secure environment where there is an understanding that bullying will not be tolerated.
2. To encourage and allow all our children the opportunity to be individuals and to express their own opinions without fear of ridicule.
3. To ensure that both children and parents understand the procedures that will be taken when an incident of bullying takes place.
4. To ensure that children feel listened to.

Bullying can seriously damage a young person's confidence and self-worth; it is the responsibility of all staff to actively support children who are being bullied and to act in a supportive and confidential manner if a child approaches them with an allegation of bullying.

### **Responding to Bullying**

All cases of alleged bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff. 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 Headteacher (or senior leader) 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 bullying incidents must be recorded. Parents of both parties should be informed. If the situation does not improve, the Headteacher (or senior leader) should 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 punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

### **Signs of Bullying**

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### **Advice to parents**

We place an extremely high value on our relationship with parents which means that close communication between Home and School can enable us to deal with difficult situations as they arise. Bullying occurs in all schools and places of work from time to time. Parents should be aware that we do not tolerate any form of bullying and we will always respond to reported incidents. We ask that all parents be mindful of the difference between bullying and 'falling-out', however if your child shows any unusual behaviour or attitude, we would ask that you discuss this with the school immediately. Your first line of contact should be your child's Class Teacher who will then liaise and discuss the issues / concerns with the appropriate members of staff. Similarly, if your child says that they are being bullied or that they know someone who is, we would ask you to let us know swiftly so that we can take immediate / appropriate action.

### **Monitoring, evaluation and review**

The school will review this policy every two years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school. This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy.

Reviewed at T&L committee: Nov 2022  
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