

# Vange Primary School And Nursery



## Anti-Bullying Policy

Autumn 2024

## Anti-Bullying Policy

**We are a small, friendly and caring school with high expectations for every pupil.**

**Our vision for all our pupils is that they will become confident, high achieving, respectful individuals who communicate effectively and who are fully prepared to make a successful and sustained contribution to our ever-changing world.**

*Our school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and treats each other with kindness and respect for the individual and their boundaries.*

### Aims of the policy

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

Through our Core Values, especially Value and Nurture, we actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in the 21st Century. These values reflect those that will be expected of our pupils when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

This policy should be read in conjunction with the following policies: Learning About Me, Equality Statement, Behaviour and e-Safety.

### What bullying is – and isn't

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group. The STOP acronym can be applied to define bullying:

#### Several Times On Purpose

- Bullying is:
  - **Peer-on-Peer abuse**
  - **Deliberate** (*the person wants to hurt, humiliate or harm the target*)
  - **Repeated** (*goes on for a while or happens regularly*)
  - **Abuse of Power** (*involves someone or several people who have more 'power' than the person being bullied: older; stronger; have a 'hold' over the target*)

- **An emotive word which needs to be used carefully**
- **Bullying can:**
  - be physical (either to a person or their property), verbal, emotional or psychological
  - be carried out by a single person or a group of individuals.
  - take place overtly or subtly
  - happen in person or in virtual environments such as social media
  - be based on any of the following things: race, religion or belief, culture or class, gender, sexual orientation (homophobic or biphobic bullying) gender identity (transphobic bullying), special educational needs or disability, appearance or health conditions, related to home or other personal situation, related to another vulnerable group of people

**NO FORM OF BULLYING WILL BE TOLERATED AND  
ALL INCIDENTS OF BULLYING WILL BE TAKEN SERIOUSLY.**

- **Bullying is not:**
  - **A one-off fight or argument**
  - **A friend being nasty**
  - **An argument with a friend**

**Possible signs of distress in a child that could indicate bullying is taking place:-**

- Withdrawn – lack of confidence – a change in 'usual' behaviour
- Deterioration of work – underachievement
- Spurious illness – absent more often (tummy aches, headaches etc.)
- Avoids certain lessons or activities – PE, playtime etc.
- Isolation
- Change in behaviour – jumpiness, snappy, weepy etc.
- Desire to remain with adults
- Erratic attendance
- General unhappiness/anxiety/fear
- Late arrival at school
- Bed wetting, sleep walking and other signs
- Bruises/cuts
- Torn, damaged clothing

**Reasons for being a bully could include**

1. Wanting to be “in” with the cool gang
2. Thinking it’s fun and not realising how much it hurts
3. Dislike or jealousy of another person
4. Feeling powerful or respected
5. Getting what they want, eg sweets or money
6. Being bullied themselves and taking their anger out on someone who won’t fight back
7. Having problems in their own life that make them feel bad

***Remember that people who are happy do not need to bully others***

## **Reporting bullying**

If a student is being bullied, they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- to a teacher, their class teacher, the Inclusion Assistant or any other member of staff
- to an older child or member of the Student Leadership Team who in turn can help them tell a teacher or member of staff
- to any other adult in school, including governors, volunteers of representatives from external agencies
- to an adult at home
- anonymously through the Worry Box
- to Childline to speak with someone in confidence on 0800 1111

## **Roles & responsibilities**

### Staff

All school staff, both teaching and non-teaching, have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's efforts to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform a relevant member of the pastoral team. The following members of staff are members of the Team Around the Child (TAC team): Mrs Collins (Inclusion Assistant), Mrs Emmanuel (Inclusion Assistant) and Miss Bates (TA).

### Senior staff

The Senior Leadership team and the Head of school have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated Team Around the Child, Miss Lester and Mrs Carswell are the Senior Leaders responsible for anti-bullying.

### Families

Families should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Families should encourage their young people not to retaliate and support and encourage them to report the bullying. Family members can report an incident of bullying to the school either in person or by phoning the school office. Emailing is not advised under General Data Protection Regulations (GDPR).

### Students

Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying they should support the victim, encourage them to report the bullying and if possible help them tell a trusted adult.

## How does Vange Primary School deal with bullying?

- We take bullying very seriously. All incidents are recorded and investigated.
- We listen when someone tells us that they or someone else is being bullied.
- We support the targeted child and develop strategies to change the bully's behaviour. In so doing, we aim to stop the bullying from happening again.
- If the bully's behaviour is to change it will be necessary for him/her to develop empathy and consideration for others.

***Punishing bullies does not stop bullying and often leads to acts of revenge or prevents targeted children from telling.***

Accordingly, incidents of bullying will be dealt with in the following way, using a 'support group' approach:

1. Take an account from the targeted child. The focus will be on ascertaining how the child is feeling. Record this on CPOMs
2. Arrange a meeting with a support group comprising of peers identified by the targeted child. This group will be of about 6-8 children; a mixture of those involved, colluders, friends or role models.
3. Explain there is a problem to be shared and solved.
4. Explain the targeted child's feelings.
5. Ask for suggestions as to how the situation might be helped. (It is not productive to attribute blame.)
6. Tell those involved that you will see them individually in about a week to assess how things are going. A record of actions is kept and a copy given to the Head Teacher.
7. Inform the targeted child's parents that an incident has occurred and how it is being resolved.
8. Convey throughout this process the belief that the young people involved are not "bad" and are capable of considerate behaviour.
9. Record all meetings and actions on CPOMs.

(See Appendix 1 Pupil Views)

## Why don't schools exclude bullies?

1. There is no evidence to suggest that children are born "bullies" or "victims" – roles change according to circumstance
2. Moving the problem onto another school does not solve it and others will continue to suffer.
3. There are many effective ways of changing bullying behaviour\*

***When children who are bullied are asked what they want to happen they very rarely mention punishing the other child or revenge. They almost always say "I just want it to stop."***

*\*Where the school's efforts to change bullying behaviour are ineffective, exclusion may be considered.*

## **School's initiatives to prevent and tackle bullying**

We believe that deliberate ongoing structures and procedures are vital in order to help prevent bullying. One of our Core Values is "Nurture," through which we aim to create an ethos in which children respect and care for each other. "Nurturing" behaviour is rewarded and in this way, we reinforce a culture of clear, positive expectations, backed up with appropriate strategies which minimise or eliminate instances of bullying.

- ✓ Regular reinforcement of the idea that we are a 'telling school' (if there is a problem 'tell someone') (See Telling School – Code of Practice Appendix 3)
- ✓ Clear school rules – Lunchtime and playground rules
- ✓ Clear class rules
- ✓ "Talk to the hand" strategy if a student is unhappy about the way they are being treated
- ✓ Positive rewards and recognition (praise, house points, stickers, achievement assemblies)
- ✓ Regular assemblies using moral stories to help raise awareness and encourage the children to 'do the right thing'.
- ✓ Challenging of stereo-types
- ✓ Use of telling mechanisms where appropriate to help telling
- ✓ Use of circle time to explore issues and feelings
- ✓ Work in school on friendships and valuing each others' differences
- ✓ Anti bullying week (as appropriate)
- ✓ Use of outside agencies to provide training (as appropriate)

## **Monitoring and review**

The Head of School is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld via the termly report. The governors in turn are responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring.

The policy is reviewed every 12 months.

**Appendices :**

1. Pupils Views – Vange School Council
2. Vange Primary School and Nursery is a Telling School
  - Parents' Anti-bullying Leaflet
  - Pupils' Action
  - Staff Action

## Pupil Views

### Bullying:

- Happens repetitively
- Is when someone is made to feel weak
- Is when someone tries to hurt you on the inside
- Is when someone makes you do things you don't want to do
- Is when someone makes you feel unwelcome
- Can be physical – pushing, kicking, punching, slapping
- Can be verbal (what we say) – name calling, threats, shouting insults (rude or nasty words)
- Can be non-verbal-making signs, dirty looks, sticking out tongue
- Can involve ruining other people's belongings
- Can be online (cyberbullying)

### Who could be bullied:

- Anyone, but especially vulnerable people
- People who find the work at school hard
- People who are clever
- People who have different religions or accents
- Anyone who is weaker
- If you're different – hair/eye/skin colour/wearing glasses/having spots
- People with a different appearance
- Anyone with different clothes
- You can bully yourself if you are unkind to yourself and keep telling yourself you're no good

### At our school we have the right to:

- Learn
- Be ourselves
- Feel part of the community
- Make and have friends
- Express an opinion
- Be individual – "Being unique puts the fizz into life."
- Play without anyone ruining that for us

### We can help stop bullying by:

- Telling someone – teacher, parents, family, school staff
- Supporting the people being bullied by being good friends and telling someone
- Listening to someone who needs help
- Walking away from a bully or bullying conduct
- Having a 'Telling School'
- Blocking the bully on social media or other digital technologies

Vange Primary School and Nursery  
Code of Practice  
Pupil's Action

**VANGE PRIMARY SCHOOL & NURSERY IS A 'TELLING SCHOOL'**

Feeling bullied? Feeling unhappy?

Then follow these easy steps:

Step One: Value yourself and your feelings  
TELL your friends  
TELL your parents  
TELL the school, so together they can help

Step Two: Help yourself  
Ignore comments – don't react, but TELL  
Prevent it:

Out of school -	avoid the problem spots
-	do not walk home alone
-	bullying is wrong; say no and seek help
In school -	tell a member of staff you trust
-	tell your teacher or trusted adult

Step Three: If you see bullying, TELL SOMEONE

**Vange Primary School and Nursery  
Code of Practice  
Staff Action**

**VANGE PRIMARY SCHOOL & NURSERY IS A 'TELLING  
SCHOOL'**

1. If you suspect a pupil is being bullied, or have an incident reported to you:
    - Talk to the pupil about how they're feeling
    - Listen
    - Offer support
    - DO NOT IGNORE IT
    - Tell them your plan of action
  2. Set up a support group using the appropriate staff.
  3. Alert all appropriate members of staff as necessary.
  4. Make it clear to the targeted child that school can help and they will be supported.
  5.
    - i) Reassure the targeted child that it is not their fault that he/she was bullied.
    - ii) Reassure the child that he/she was right to tell you.
    - iii) The targeted child or the bully should not feel as though they are being punished
  6. Continue to monitor closely – do not assume that the bullying has stopped
  7. Ensure that the parents of the targeted child are informed and updated
- (Refer to Support Group Approach materials for detailed guidance)