Temple Meadow Primary School

Temple Meadow
Primary School
Growing together, learning together

Child-Friendly
Anti-Bullying Policy

To SLT:		Oct 2023
To Staff:		Oct 2023
To Governors:		Oct 2023
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Amendments:		Amendments for Oct 2023
Next Review Date:		**Oct 2024**

Table of Contents

Feeling safe and happy at school

At **Temple Meadow**, we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us. We ask you to do this by using your **Network Hand** which we regularly remind you about and we help you update as part of our **Protective Behaviours Curriculum**. When you are told by another pupil something that troubles you (because you are their trusted person on their **Network Hand)** then please tell a school adult or parent who will tell us. This ensures that we all stand up to bullying.

STOP Bullying banners

At Temple Meadow we 'STOP' bullying

Bullying is....

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P urpose

Understanding what bullying is

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.

- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.

- Letting you know names of grown-ups that you can speak to (remember you can use your **Network Hand** too). At Temple Meadow you can tell any adult. Our Pastoral Team (Ms Daniels, Mrs Sprigg and Mrs Blount) are there specially to pick up issues around bullying. They will support victims but also tackle any child who bullies, working with them to change their behaviour.

Ms Daniels Senior Pastoral Support Keyworker	Mrs Sprigg Pastoral Support Keyworker	**Mrs Blount** Pastoral Support Keyworker

Your Network Hand

We review our network hands every term. We do this because sometimes the adults in our life change or our relationships with them change. As well as our trusted adults, we also have our emergency networks – the police, ambulance service and fire service, as well as Childline (0800 11 11). In Early Years and Key Stage 1, we think about just one network hand. In Key Stage 2, we complete separate school and home networks.
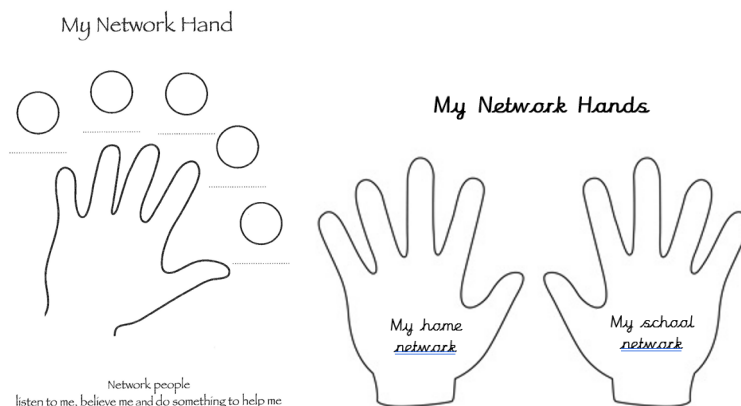
What is bullying?

A bully is someone who **hurts** another person **more than once**, by using behaviour which is meant to

scare, **hurt** or **upset** that person. At our school, we use the word **'STOP'** to identify bullying. It is important to remember that **single problems** and **falling out with friends** are **not bullying**.

Bullying is behaviour which is **repeated,** on purpose and is meant to **upset or hurt** someone. Bullying can be from one person or a group of people to another person or group.

At Temple Meadow we **'STOP'** bullying

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What are the different types of bullying?

Bullying in school is called child on child abuse. There are four different types of bullying – physical, verbal, cyber and social.

1. **Physical bullying** can be another child's body or possessions. It can be kicking, hitting, punching, pushing, slapping and damage to their belongings.

2. **Verbal bullying** is saying or writing unkind things about someone else. This might be in person or online.

3. **Cyber bullying** happens on devices such as phones, tablets, games consoles and laptops. It is any unkind repeated behaviour that is intended to hurt another. This might include unkind messages (spoken or written), posting images of others online without their permission, creating fake profiles or pages about someone or hacking. Grooming is also a form of cyber bullying.

4. **Social bullying** is hurting someone's reputation or relationships.

Other key vocabulary:
Racism is treating someone differently because of their skin colour, race or what they believe in.
Homophobic means treating someone differently because of their gender or sexuality; calling someone gay or lesbian would be homophobic behaviour.
Sexist means treating someone differently because of their sex (whether they are a boy or a girl).
Peer Pressure is a feeling that you must do the same things as other people like you so that you can be liked or respected by them
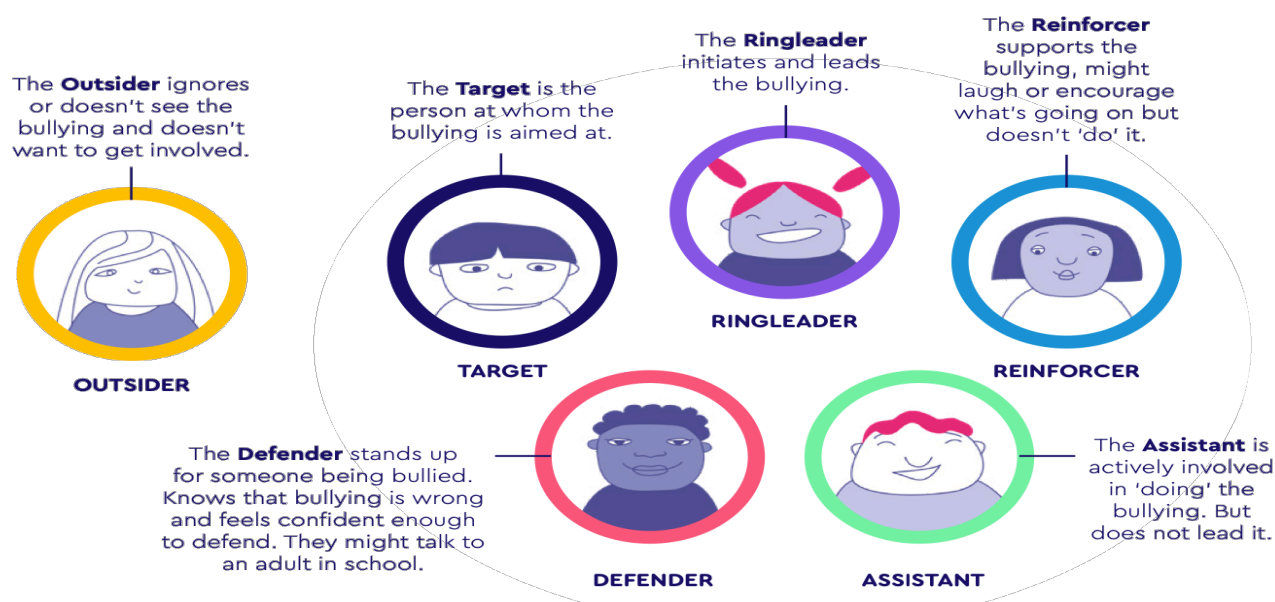**Coercion** is persuading someone to do something by using force or threats
Harassment is creating an unpleasant or aggressive situation with verbal or physical behaviour that is unkind.

All of these can be part of the four types of bullying.

Who is involved in bullying?

The staff at Temple Meadow will always work with all the different people involved in a bullying incident. The staff will help the bully/bullies (ringleader, reinforcer and/or assistant) to understand the severity and consequences of their behaviour. The staff will work closely with them to help them to change their behaviour and support them to deal with any causes. The staff will also work closely with the target and any defenders or outsiders to support their mental wellbeing and help them to feel safe again. The staff will empower them with a range of strategies to use should they feel unsafe again; this includes their network hands.

The **Outsider** ignores or doesn't see the bullying and doesn't want to get involved.

OUTSIDER

The **Target** is the person at whom the bullying is aimed at.

TARGET

The **Ringleader** initiates and leads the bullying.

RINGLEADER

The **Reinforcer** supports the bullying, might laugh or encourage what's going on but doesn't 'do' it.

REINFORCER

The **Defender** stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to defend. They might talk to an adult in school.

DEFENDER

The **Assistant** is actively involved in 'doing' the bullying. But does not lead it.

ASSISTANT

What should I do if I am being bullied?

If you are being bullied, the first thing you should do is tell the bully to **stop**.

You can also:

- Make eye contact and tell the bully to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher. USE YOUR NETWORK HAND

You should try **not** to:

- **Do** what the bully says.
- Let what the bully says or does **upset** you.
- Get **angry** or hit them.

Always remember that if you are being bullied, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being bullied. If you talk to a grown-up, we can **make the bullying stop**.

USE YOUR NETWORK HAND

What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you **help** that person.

You should **never walk away** and **ignore** the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.

If you can, and it is **safe**, tell the bully to **stop**, but never get angry or hit them.

Tell any grown-up in school, such as a Teacher, Support staff, Pastoral Team or Lunch Team as soon as you've seen someone being bullied.

Grown-ups can **stop the bullying** and make that person feel **happy** again.

You should **never feel scared** to tell someone about bullying.

USE YOUR NETWORK HAND

Who can I talk to?

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied. Use your **Network Hand**.

Speaking to someone like your **mum**, **dad**, **carer** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

Do use your Network Hand.
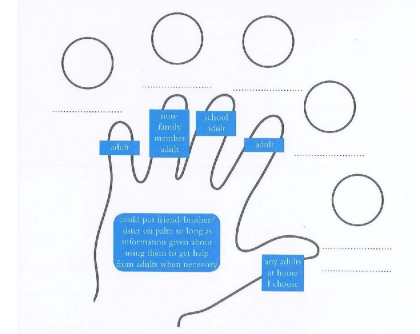
How can I stop bullying from happening?

We can all help stop bullying at our school by:

- **Helping others** when they are in need.
- Being **kind**, **friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Joining in during **PSHE / Circle time** and **anti-bullying sessions**
- **Using our Network Hands**.

Adult part of our Anti-Bullying Policy

Adult policy rationale

Temple Meadow aims to create confident, happy, independent children who can realise their full potential in both academic and social spheres. We aim to present a stimulating and purposeful environment in which children feel secure and learn to play an important role in all aspects of school life.

Every pupil entering Temple Meadow Primary School has the right to receive education without any fear or anxiety related to bullying by any other person: child, adult, teacher or parent

Every pupil should be able to use the playground during break time and lunchtime, use the classroom during wet play and move from lesson to lesson without fear of bullying

The Staff at Temple Meadow feel that every child has the right to be able to walk to and from school safe from concern over any behaviour related to bullying

It is the intention of all school staff to ensure that pupils feel safe, supported and free of the danger of being bullied.

Our whole school approach to Protective Behaviour underpins tackling bullying effectively.

Links to other policies

This policy will be implemented in conjunction with the following school policies, documents and procedures:

- Learning 4 Life (PSHE and RSHE) Teaching and Learning Policy
- Positive Interaction Policy
- Safeguarding and Child Protection Policy.
- Inclusion Policy
- Attendance Policy
- E-safety Policy
- Computing teaching and Learning Policy

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998

- Crime and Disorder Act 1998

- Education Act 2011

- DfE (2017) 'Preventing and tackling bullying'

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

- DfE (2018) 'Mental health and wellbeing provision in schools'

- DfE (2022) 'Keeping children safe in education 2022'

- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

Statutory implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Roles and Responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils based on their protected characteristics or backgrounds.

- The overall implementation and monitoring of this policy.

- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.

- Ensuring that the school adopts a tolerant and open-minded policy towards difference.

- Ensuring the school is inclusive.

- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.

- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

- Ensuring that pupils are taught how to keep themselves and others safe, including online.

Our named Safeguarding governor is Ben Riley, Chair of Governors. We also have an RSHE link governor, Geraldine Butler.

The headteacher, and Deputy Headteacher leading on Learning for Life, are responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- Keeping a written log of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.

- Analysing bullying data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

- Arranging appropriate training for staff members.

- Corresponding and meeting with parents where necessary.

- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.

- Being available for pupils who wish to report bullying.

- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.

- Refraining from stereotyping when dealing with bullying.

- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.

- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

- Informing their child's class teacher, or the DSL, if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.

- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.

- Not making counter-threats if they are victims of bullying.

- Walking away from dangerous situations and avoiding involving other pupils in incidents.

- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

What is bullying and what types of bullying are there?

Our child friendly section provides details on this above. In this adult section we provide more detail.

Physical	Verbal (spoken or written)	Cyber	Social
hitting kicking pinching pushing slapping punching unwanted physical contact (including sexual contact and abuse) taking belongings Harassment (create an unpleasant or hostile situation by uninvited and unwelcome verbal or physical conduct) Domestic Abuse Female Genital Mutilation (FGM) Child Sexual Exploitation (CSE)	name calling insulting making offensive remarks (including racial and homophonic comment) sarcasm persistent teasing Sexualised language Threatening and intimidating language Spreading rumours Coercion (persuading someone to do something by using force or threats) Harassment (create an unpleasant or hostile situation by uninvited and unwelcome verbal or physical conduct) Domestic Abuse	sending malicious e mails or text messages on mobile phones sharing images without consent grooming hacking trolling (deliberately provoking others to be offensive to another) phishing (tricking someone into sharing personal information) cyberstalking catfishing (taking someone else's identity)	exclusion from social groups (could also be racial or homophobic) Peer Pressure (feeling that one must do the same things as other people of one's age and social group to be liked or respected by them) Criminal Child Exploitation (CCE) Child Sexual Exploitation (CSE)

Reasons why bullying happens

Anyone can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect - such as stammering
- having Special Educational Needs or a disability
- behaving inappropriately
- intruding or being a 'nuisance'
- possessing expensive accessories such as mobile phones or computer games or lack of these possessions

- family history and vulnerabilities.

Guidelines for staff

Some possible signs of someone who is being bullied are:

- victims may be reluctant to attend school and are often absent

- they may be more anxious and insecure than others

- having fewer friends and often feeling unhappy and lonely

- victims can suffer from low self-esteem and negative self-image

- looking upon themselves as failures - feeling stupid, ashamed and unattractive

- general behaviour incidents patterns where the child seems to be involved or as the victim.

What staff are expected to do:

- never ignore suspected bullying

- don't make premature assumptions

- listen carefully to all accounts – several children all saying the same thing does not necessarily make it true

- adopt a problem-solving attitude, which moves children on from simply justifying themselves

- follow up repeatedly, checking bullying has not resumed

- following investigations, parents may be informed if the perpetrator does not take advantage of the opportunity to improve their behaviour

- parents of the victim will be informed where the child is hurt, distressed or has been targeted more than once

- record incidents when a child becomes a concern following our safeguarding practice.

- Where there is a potential bullying all staff including the lunch team are made aware and sign an Internal Interactions Monitoring form to confirm that they understand our approach to anti-bullying.

- Ensure appropriate support for both the victim(s) and perpetrator(s).

> ➤ *See Safeguarding and Child Protection policy for best practice*

How are bullying Incidents recorded and monitored?

- Bullying incidents are recorded in the school's Safeguarding logs in the same way as any other safeguarding or behaviour concern (on My Concern).

- Planned activities linked to a concern are scheduled, such as conversation with child, supportive activities, scheduled follow-up to ensure issues do not re-occur.

- Observation of the behaviour of children involved.

- Ensure children involved are able to report any further concerns to you, no matter how small, until they regain their self-confidence.

- Iinform lunchtime staff, teacher on duty as appropriate.

- Phase meetings may discuss or raise issues around bullying and communicate to SLT appropriately.

How can we combat bullying?

- Ensure our Protective Behaviours culture is high profile and that children are regularly reminded about how to inform an adult.

- Empower pupils to share worries and concerns using their network hands, or through less direct communication methods where children are not confident enough to approach an adult (e.g. I wish my teacher knew). Record any worries or concerns on My Concern.

- Visual signs around school regarding how to stop bullying.

- Support developing pupil high self-esteem.

- Ensure PSHE curriculum has an anti-bullying focus each year so that children have a clear understanding of what it is and how to alert an adult, including annual anti-bullying week events.

- Use assemblies to reinforce anti-bullying message, develop an Anti-Bullying Charter and reflect on its impact.

- Display posters designed and developed by children, promoting positive behaviours.
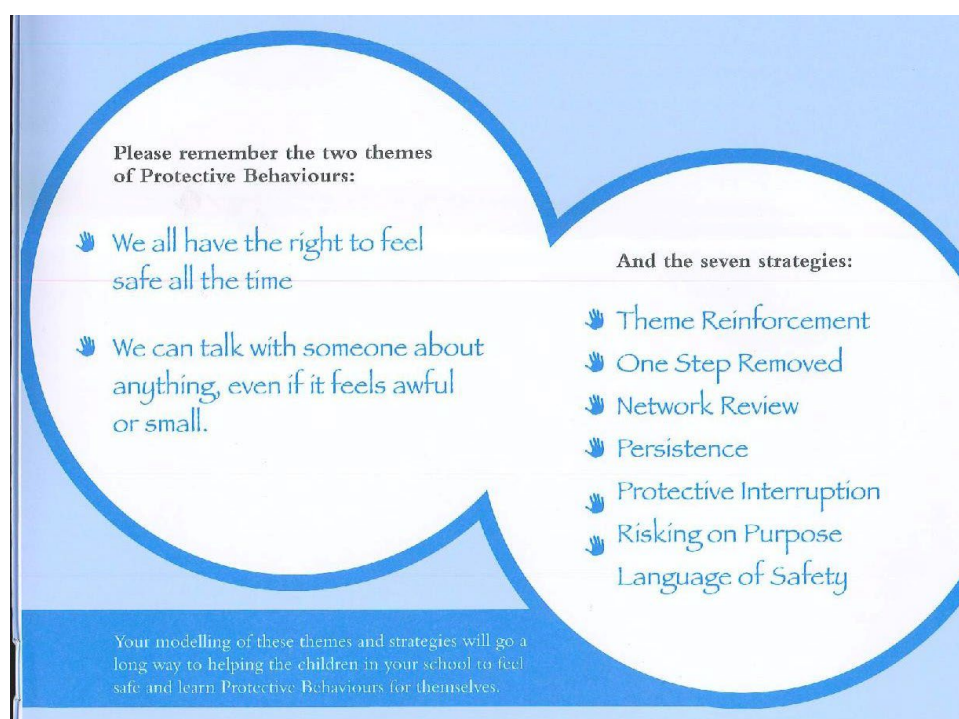
Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police will be informed.

Parent/carer Anti-Bullying Guide

The schools Anti-Bullying guide is sent out to all parents in November during Anti Bullying Week each year.

Anti-Bullying in our L4L curriculum

Anti-Bullying is covered in our L4L curriculum through the 'Be Safe, Be Kind' strand. In addition, some year groups work through an Education for a Connected World unit in the summer term, in conjunction with the Computing curriculum.

Throughout the school we use Protective Behaviours and Network hands to ensure we speak out and tell others.

Each year we have an anti-bullying focus for usually half a term (learning episodes are found in the Curriculum Design folder).

> ➤ *See our Learning 4 Life Teaching and Learning Policy*

Anti-Bullying in our Computing curriculum

E-Safety is covered throughout the year across the Computing Curriculum. In the Summer term, the Computing and L4L lead work closely together to plan a unit of work linked to the Education for a Connected World guidance. This is delivered in key year groups and is not a whole school strand.

> ➤ *See our Computing Teaching and Learning Policy*