



GUILDHALL FEOFFMENT
COMMUNITY PRIMARY SCHOOL

Anti-Bullying Policy

Approved by the Governing Body:
Review by:
Please destroy any previous copies

Signed  Chair of Governors

Date 31.1.23

This school is committed to the safeguarding of children and young people as well as all adults. A copy of our Safeguarding Policy is available upon request.

1 Introduction

1.1 The Anti-bullying Policy is designed to compliment the school's Positive Behaviour Policy and to impact directly upon specific behaviours which are assessed as bullying under the definition which follows below. We understand that bullying can be found in all organisations. At Guildhall Feoffment we respond to bullying incidents very seriously and always take firm action against it.

It is necessary to distinguish between single harmful actions (dealt with under the Positive Behaviour Policy) and repeated harmful actions in that the latter imply premeditation and planning, and are often associated with threats of further harm if the victim informs or seeks help.

This policy addresses the reality of bullying behaviours in many situations wherever numbers of children interact. The policy is a visible statement of intent from the school to reduce and eliminate any bullying behaviours.

1.2 Guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis and which are repetitive. A bullying relationship involves an imbalance of power. Therefore, an act of bullying must be Planned, Persistent and Power based. Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). See appendix A

1.3 We want our school culture to be:

- a place where children are supported in believing in themselves because children with high self-esteem are less likely to be victims or perpetrators of bullying behaviour;
- a place where the dignity and unique attributes of individuals are acknowledged;
- a place of mutual respect;
- a place where varying opinions are heard and valued;
- a place which emphasises personal responsibility for all actions and words;
- a place where quiet voices are accorded equal value with loud voices;
- a place where the leaders set good personal examples in speech and action;
- a place where everybody has been involved in preparing the rules and where they agree to abide by them;
- a place where issues are faced with honesty and resolutions sought with persistence;
- a place where people are sensitive to the needs of others;
- a place of gender, religious, racial and ethnic equality;
- a place where humour and fun exist naturally within the learning context and pervade the daily interactions between people without hurting anyone.

2 Aims and objectives

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2.1 To acknowledge that bullying is wrong and damages individual children. To set out how we will do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

2.3 2.2 To aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur.

2.4 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.

2.5 To acknowledge that both perpetrators and victims of bullying have needs.

3 Anti-bullying procedures

3.1 Is it bullying?

Bullying is an emotive word. It must be understood that the use of the word as an accusation evokes very powerful responses. It is sometimes misused and used lightly or even maliciously.

By thinking rationally about the event, and comparing it to the policy definition we can decide whether or not the event is bullying or whether it is some other form of behaviour. An event may have been hurtful and unpleasant but it may not be bullying.

3.2 Designated staff member (to oversee the procedures in cases of bullying)

The Head or Deputy will be the nominated person at Guildhall Feoffment and will lead the responses to the events, be responsible for communication and records. Senior personnel are designated since experience, wisdom and judgements both at the time of events and in responding to them, are needed.

3.3 Accountability and responsibility statements

The school is responsible for the well-being and safety of pupils during the time pupils are on the school site. This means that the school will set procedures and codes of behaviour for children for classroom time and during play periods. These will be displayed throughout the school, explained at assemblies and in class PSHE times and monitored by the staff and supervisors.

3.4 When breaches of the behaviour codes occur they will be met with appropriate **responses and sanctions (see the Positive Behaviour Policy)**.

3.5 Responses include (when bullying is alleged):

- **Interviewing** of those involved to obtain the clearest evidence of what has occurred
- **Recording**, notes and statements from witnesses and those involved will be used to prepare written accounts or summaries by the Head or deputy during the interview, and letters prepared for parents.
- **Communicating** the events to the parents of those involved, either verbally or in writing, **summarising the events** and **setting out actions** either taken or proposed. Phone calls to parents will be made in very serious events – such as when an injury has occurred, medical assistance has been required, or in other events where it is considered that parents must be informed immediately.

- **Meeting the parents** following verbal or written communications. Meetings will involve discussion of the events, the actions taken or proposed, and seek to resolve issues between the parties. Complaints procedures may be discussed if appropriate.
- **Peer-on-peer abuse** – if the acts constitute peer-on-peer abuse and is therefore a safeguarding concern, different procedures may be followed (see Appendix C).

4 Teaching programmes

4.1 The teaching programmes used through PSHE sessions and in themes such as Anti-bullying week relate to bullying with a focus strongly upon respect for others.

4.2 At the beginning of each term in particular, but also at other times, classes will be reminded about expectations of behaviour and the school values, and all children will be encouraged to know these.

4.3 The teaching programmes will be at suitable levels for each age group and will form part of the PHSE programme of the school, and frequently be a circle time activity where scenarios may be discussed with a variety of open ended outcomes. Children will be encouraged to think positively about others, about safety in play, about respect for all others, about kindness and care.

4.4 Specific incidents may be discussed at such times and children encouraged to think of better, safer, alternatives to what has happened.

5 The role of governors

5.1 The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

5.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

5.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the school complaints procedure to ask the governors to look into the matter.

6 The role of the headteacher

6.1 It is the responsibility of the headteacher 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 identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

6.2 The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

6.3 The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

6.4 The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely.

7 The role of the teacher and support staff

7.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

7.2 If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher or Deputy head. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied the teacher informs the child's parents.

7.3 As part of the school's reportable incident log all staff will complete a bullying log to demonstrate actions taken to prevent additional bullying.

7.4 When any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve support for the victim of the bullying, and consequences and support for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and that child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children we then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies, such as the social services.



7.5 There are regular updates for staff on school policy and procedures with regard to behaviour management.

7.6 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

8 The role of parents

8.1 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 immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure.

8.2 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. For further parent support see Appendix B.

8.3 How should parents and carers respond

- If you think your child is being bullied, don't panic – try to keep an open mind. Your role is listening, calming and providing reassurance that the situation can get better when action is taken. Provide a quiet, calm place where they can talk about what is happening.
- Listen and reassure them that coming to you was the right thing to do. It may not be easy for a child to talk about being bullied so it is important to try to find out how they are feeling, what has happened, when and where. Though at this stage it is not so much about establishing a set of facts as encouraging, talking and listening.
- Assure them that the bullying is not their fault and that you are there to support them. Remind them that they can also have the support of family and friends.
- Find out what the child or young person wants to happen. Help them to identify the choices available to them and the potential next steps to take; and the skills they may have to help solve the problems.
- Discuss the situation with school.

Parents can get advice and support from the Parentline helpline on 0808 800 2222 or visit www.familylives.org.uk.

9 What no-one involved in the process (staff or parents) should do

- Let anger or fear get in the way of an open discussion.
- Disbelieve or mistrust what you are hearing.
- Make the young person think it is their fault.
- Say that bullying has to be lived through as it is 'part of growing up' and they just have to put up with it.
- Give a sense that nothing can be done to make things improve.
- Take action before you really know what is going on.
- Pressurise or threaten anyone.

10 The role of pupils

10.1 Pupils will be encouraged to tell anybody they trust (friend, teacher or family member) if they are being bullied, and if the bullying continues, they must keep on letting people know.

10.2 Pupils will be encouraged to tell exactly what has happened and that if they exaggerate and then it's found out to be not completely true, people may not believe what they have said. **11**

Monitoring and review

11.1 This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

11.2 This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's reportable incidents log, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

11.3 This policy will be reviewed every two years alongside the behaviour management strategy, or earlier if necessary

Appendix A

Further information about bullying including definitions and the law

Bullying behaviour has become so prevalent that many people believe that it is an almost inevitable part of growing up in today's society – part of the rough and tumble of daily life. However, this should not be so because it can have serious and far reaching physical and psychological effects on the person who is bullied, both at the time of the bullying and in later life. People who bully, and those that witness bullying behaviour, can also suffer a range of adverse effects.

The Department for Education (DfE) defines bullying as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, eg because of race, religion, gender or sexual orientation.

Anti-bullying organisations like Kidscape and the Anti-Bullying Alliance, as well as leading academics in this field, would also include **an imbalance of power**. This means that the victim feels that they are unable to defend themselves.

It takes many forms and can include:

- physical assault and threats of harm
- verbal abuse (including name calling)
- emotional abuse (including social isolation)
- sexual abuse
- cyberbullying (any form of bullying behaviour via electronic means).

The five key components

There are typically five key components to bullying:

- There is an intention to harm: bullying is deliberate behaviour that sets out to upset and cause distress.
- There is a harmful outcome: one or more people are hurt physically or emotionally.
- It is persistent and repeated: bullying involves repeated acts of aggression and hostility. An isolated aggressive attack between equals, is not usually bullying.
- It is direct or indirect: bullying can involve direct acts of aggression, such as hitting someone, as well as indirect acts, such as spreading rumours.
- There is unequal power: bullying involves the abuse of power by one or several people who are more powerful or perceived as being more powerful, often due to their age, physical strength, or psychological resilience.

Bullying as a group behaviour

It is important to recognise that bullying is often a group behaviour that happens within a social context. Researchers have identified a number of roles that people play within a bullying dynamic (see Salmivalli et al).

These could include:

- Victim
- Participant/bully (active, initiative taking, leader-like)
- Reinforcer (reinforcing the bullying behaviour of the participant; for example by laughing or providing an engaged audience)
- Defender (supporting those on the receiving end, trying to stop the behaviour).

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- Outsider/Bystander (typically doing nothing, passive audience)

Types of bullying a child may encounter bullying attacks that are:

Physical – pushing, shoving, kicking, hitting, pinching, spitting, non-consensual touch, and other forms of violence or threats of violence

Verbal – name-calling, sarcasm, spreading rumours

Emotional – excluding someone, tormenting, ridiculing, intimidating or humiliating them.

Of course, bullying can include a mix of these techniques and include a number of children in the bullying, either as witnesses or active participants, and repeated attacks may escalate in intensity.

Forms of bullying

Bullying behaviour may focus on any point of difference or perceived weakness that allows an imbalance of power to be established.

Some forms of bullying are also discriminatory and include:

- racist and/or faith targeted bullying
- homophobic, biphobic or transphobic bullying
- sexist and/or sexual bullying
- disablist bullying.

Under the Equality Act 2010, schools are under a legal duty to prevent all forms of bullying and harassment related to race, gender, sexuality and disability.

Racist and/or faith targeted bullying

The Macpherson Report defined a racist incident as

'any incident which is perceived to be racist by the victim or any other person'.

Any bullying behaviour targeted at race or faith (whether actual or perceived), can be described as racist bullying

It can include:

- physical, verbal or emotional bullying
- insulting or degrading comments, name-calling, gestures, taunts, insults or 'jokes'
- offensive graffiti
- humiliating, excluding, tormenting, ridiculing or threatening
- making fun of the customs, music, accent or dress of anyone from a different culture
- refusal to work or co-operate with others because of their race or faith (whether actual or perceived)

Homophobic, biphobic and transphobic bullying

Homophobic bullying includes any bullying behaviour targeted at lesbian, gay, bisexual or transgender people, or those perceived to be lesbian, gay, bisexual or transgender.

It might include:

- verbal, physical or emotional harassment, sexual harassment, insulting or degrading comments, name-calling, gestures, taunts, insults or 'jokes'
- humiliating, excluding, tormenting, ridiculing, threatening

- offensive graffiti
- refusing to work or co-operate with others because of their real or perceived sexual orientation or identity.

Sexist and sexual bullying

Sexist and sexual bullying behaviour can be displayed from a young age. At primary school it might involve children imitating behaviours they have learnt from older peers or adults, or sexist attitudes. As children move into adolescence it will increasingly involve physical as well as verbal and emotional behaviours.

Girls are most likely to be targets of sexist and sexual bullying but it can also be experienced by boys and can take place between girls and boys.

It might include:

- all forms of non-consensual touch; for example, hugging, grabbing, groping, rubbing against someone)
- abusive comments and spreading rumours
- shaming others (e.g. referencing their body parts and development and their sexual lives)
- whistling and gesticulating
- sexual graffiti
- sending sexually explicit comments, photos or videos that are intended to harm or embarrass another person or pressuring someone to send private images).

Disablist bullying

Disablist bullying includes any bullying behaviour targeted at a disabled person or someone with special educational needs.

Disabled young people and those with special educational needs are significantly more likely to experience bullying than their peers.

It might include:

- verbal, physical or emotional harassment, sexual harassment, insulting or degrading comments, name-calling, gestures, taunts, insults or 'jokes'
- humiliating, excluding, tormenting, ridiculing, threatening, manipulation and coercion
- offensive graffiti
- refusing to work or co-operate with disabled children or those with special educational needs.

Cyberbullying

Cyberbullying is any form of bullying behaviour by electronic means. It can take place both inside and outside of school, can be experienced 24/7 and has the potential to reach a very large audience in a short period of time. It is also more likely that children will either become involved in, or witness an incident of cyberbullying.

Young people will typically experience cyberbullying on social networking sites, through Instant Messaging services, through online gaming, and via emails, text messages and calls.

1. Social networking sites

Bullies can write hurtful, offensive or intimidating comments on someone's profile or join in the commentary on a bullying episode that is already taking place (which is equally culpable behaviour). Fake profiles can also be set up with the deliberate intention of hurting and shaming someone else.

2. Trolling

We have probably all heard of internet trolls, people who intentionally set out to start an argument or upset people, and there are those who deface internet tribute sites with the aim of causing emotional harm to the families of people who have died.

3. Email

Sending abusive emails to someone else, including copying in other people who join in the abuse is a form of online bullying.

4. Online games

People can be abused and bullied through gaming sites and if they are multi-player games, this may involve other children and adults.

5. Mobile phones

The proliferation of smart phones, even for very young children, can leave them open to viewing inappropriate content, and expose them to the risks of social networks (e.g. misuse of private information, cyberbullying).

6. Instant messaging

Also on mobile phones, applications like ticktock, iMessage or WhatsApp can be used to deliver instant abusive messages to other peoples' phones and invite others to join in the abuse.

Bullying in all its forms, whether it is direct, indirect or virtual is not, and never should be, an inevitable part of growing up.

Who is affected?

Bullying affects many school children at some point, either as a victim, a bully or as a bystander.

- One in five young people report being bullied currently each year.
- Name calling is the most common form of bullying experienced. The second most common form being excluded from social groups or activities.
- Females are more likely than males to report name calling, social exclusion and cyberbullying.
- Males are more likely to report threats of violence and actual violence.
- The most common reason given by young people for why they think they are being bullied is looks.

Bullying mainly takes place at school, with the exception of cyberbullying.

Children and young people with a disability or special educational need

- Disabled children and those with SEN are significantly more likely to experience all forms of bullying.
- Young people with disabilities are more likely to report being bullied than their peers.
- Almost one in ten disabled young people who were bullied said that they believe their disability was one of the reasons the bullying happened.

In addition, others may experience bullying because of their:

- ethnicity
- religion
- gender
- sexual orientation (actual or perceived)
- any aspect of their appearance
- some aspect of their family life or domestic situation

In a nutshell, bullying behaviour targets 'difference' and the difference can be real or perceived. However, a child's alleged difference is not really the point of bullying – bullies are playing with power in any way they can.

Other at risk groups

Other children that are particularly vulnerable to bullying include those from deprived backgrounds, children in care, children with facial disfigurements, children that are either under or over weight, children with medical needs and young carers.

There tends to be less awareness and support for these children and so it is vital to consider different types of vulnerability and how you can best support them.

With all forms of bullying, it is important to remember that it is not the bullied child who is at fault. They should never be told to expect bullying because of who they are.

You may need to support them to build confidence and become more assertive, but ultimately the bully needs to change their attitudes and behaviour.

Where does bullying occur?

Bullying can occur wherever children and young people spend their time. Most studies show that the majority of bullying takes place at school.

In a study carried out by the Department of Education of the children that had reported they had been bullied...

63% said that all of the bullying took place at school

23% said some of the bullying took place at school

11% said that none of the bullying had taken place at school.

There is also a strong relationship between cyberbullying and the bullying that takes place in schools.

Less than 16 percent of cyberbullying exists solely on the internet without a face-to-face component at school which only serves to reinforce the fact that most bullying takes place within the school environment.

Wherever bullying happens – in school, in a sports context, on public transport or in an institutional setting, it is extremely upsetting for the victim and in some cases, it may constitute criminal behaviour.

Bullying behaviour that might constitute a crime could include:

- violence (actual or threatened)
- sexual assault (actual or threatened)
- sharing of sexual images
- theft
- harassment and intimidation over a period of time
- encouraging others to harm themselves/take their lives
- hate crimes.

Appendix B

Where can parents and carers get help to support a young person?

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Anti-Bullying Alliance The ABA website has a specific advice page for parents and carers that have concerns about bullying behaviour. Visit www.anti-bullying-alliance.org.uk/advice/parents-and-carers.aspx

Family Lives is a national charity that works for, and with, parents. You can get support and advice from the Parentline helpline on 0808 800 2222 or visit www.familylives.org.uk

Kidscape works UK-wide to provide individuals and organisations with the practical skills and resources necessary to keep children safe from harm. It runs assertiveness training courses for children and young people under the age of 16, their parents or carers, and those who work with them. Kidscape operates a telephone helpline for the parents and carers of bullied children. Call 08451 20204 or visit www.kidscape.org.uk

Advisory Centre for Education offers advice for parents and children on all school matters. Call 0808 800 5793 or visit www.ace-ed.org.uk

Children's Legal Centre The Child Law Advice Line provides free legal advice and information covering all aspects of English law and policy affecting children. Call 08088 020 008 or visit www.childrenslegalcentre.com

Appendix C

Safeguarding allegations

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

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- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older students may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other students

On occasion, some students will present a safeguarding risk to other students. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

Managing allegations against other pupils

These students will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

What to do

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.

- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL should contact social services to discuss the case. It is possible that social services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.



