



Anti-Bullying Policy

This Policy was reviewed in June 2023 by staff and will be reviewed by governors on 19th June 2023. The next review will be in December 2023, as part of our 'Anti-Bullying Alliance' work. Behaviour at the school is very good, and we have very few incidents of bullying. However, we are always striving to improve so have signed up to the national 'Anti-Bullying Alliance' programme 2023/24.

Portreath School always treats its children as unique individuals, and it seeks to address the wholeness of each child in relation to their intellectual, physical, spiritual, social and moral development. Our school aim is to provide a safe and nurturing environment in which all children feel safe and able to voice any concerns they have. Part of this safe and nurturing environment is tackling any form of bullying swiftly and effectively when or if it occurs. We promote the needs of all pupil's irrespective of characteristics such as disability, gender, religion, race or age. By knowing and talking about this we will reduce the number of bullying incidents that happen. Portreath School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

We recognise that no school can state '*there is no bullying here*' and at Portreath school we do recognise that bullying can occur. It can be harmful, both physically and emotionally, for the victim. It can also be a sign that the child carrying out the bullying may have underlying issues that need to be addressed and appropriate support given. Whenever the opportunity arises it must be made very clear that we will not tolerate bullying at our school. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can grow and learn in a relaxed and safe environment.

The purpose of this policy is to enable adults in the school to recognise bullying, when it takes place, and to deal with it effectively.

What is bullying?

Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017). We talk to the children about bullying being hurtful behaviour that is repeated and on purpose.

We believe that there are a number of types of bullying including: **physical, verbal, emotional, racist, sexual or cyber**. Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. It can also include the above being aimed at people for homophobic or racial reasons. This also includes

the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos. Bullying can be a form of 'child on child abuse' and can be emotionally abusive; it can cause severe and adverse effects on children's emotional development.

Bullying is not:

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, argument or when an occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems like this arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and these situations. These issues are dealt with but are not considered 'bullying'. Our behaviour policy outlines how we deal with these behaviours. **It is bullying** if it is done repeatedly and on purpose.

Why do we tackle bullying?

We tackle bullying as an issue because we are an effective, caring school and we believe that:

- . bullying makes people unhappy and can lead to low self-esteem.
- . pupils who are being bullied are unlikely to concentrate fully on their learning.
- . some pupils avoid bullying by not attending school.
- . pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- . we wish to build the self-esteem of all our pupils but especially of bullies and their victims.

How we reduce bullying:

We take preventative steps to prevent and reduce bullying. Whole school initiatives and pro-active teaching strategies are used throughout the school to develop a positive learning environment with the aim of preventing and reducing bullying.

- We make lots of opportunities for children to think about how people are different and unique and how this is a positive thing, not something to be afraid of
- We celebrate difference and are involved in events such as 'Odd Sock Day' each year.
- We help children to build self-esteem and feel happy about being themselves
- We try to make sure that the adults in the school set a good example by behaving in a caring and considerate way
- We make sure all children know what bullying is and what it looks like
- We tell all children that prejudice related bullying is wrong
- We always challenge children who use homophobic language
- We encourage all the children to tell an adult if they are worried about bullying
- We have our own anti-bullying poster
- We had dedicated assemblies each year with a focus on bullying
- We have things such as the 'I wish my teacher knew' postbox so children can reach out for help in different ways
- We explain to children that bullies often need help and support and we are here to provide that
- The school operates a positive discipline policy which aims to give opportunities for the pupils to achieve praise and recognition for co-operative behaviour

- We have a relationship and behaviour policy

Role of parents

Parents have an important part to play in our anti-bullying policy. We ask parents to look out for unusual behaviour in their child. We ask that parents take an active role in their child's education and ask about their day and who they spent their time with. If parents feel their child may be experiencing difficulties with bullying behaviour we ask them to let the school know. Enquiries will be taken seriously and appropriate action will follow.

If parents feel a child has bullied their child we ask that parents do not approach that child in the playground or on their way home. Parents are asked to inform the school straightaway. It is very important that parents do not advise their child to fight back or to copy the bully's behaviour. This will only make any situation worse. Parents are asked to tell their child that it is not their fault they are being bullied and should reinforce the school's policy on bullying and ensure their child is not afraid to ask for help. If parents know their child is involved in bullying, please talk to them about it and tell the school. The matter will be dealt with appropriately.

Procedures for reporting and responding to bullying incidents

Bullying behaviour is unacceptable to the school. Allegations and incidents of bullying will be taken seriously at our school by all staff and will be dealt with impartially and promptly. All those involved will have an opportunity to be heard. Staff will support all children whilst the allegations and incidents are investigated and resolved. The following procedures are to be followed:

All reports of bullying should be passed to the class teacher in the first instance, who will bring it to the attention the Senior Leadership team. The school will keep a record of what happened, who was involved and what was done to try and sort the situation out. Any sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned. In addition to this, there may be follow up meetings to ensure it has not happened again.

If the bullying continues (or in more serious cases of bullying) parents will be formally invited into the school to discuss the problem. In some cases, mediated meetings, with both parents and pupils present, may be used to resolve the issues.

Roles and responsibilities:

Everyone at the school has a responsibility for preventing bullying. If adults think that bullying might be happening, they must tell the class teacher, or a member of the Senior Leadership Team. Children also have a responsibility for preventing bullying. They must tell an adult if they are worried about themselves, or anyone else. Adults at school should also look for signs of bullying, because not all children who are being bullied will tell someone about it. A child who is being bullied might seem sad or withdrawn, anxious or nervous about getting things wrong. They might not want to come to school. In the event of an incident/complaint of bullying there will be a single point of contact who will be the liaison with the child/family and carry out the recordings of the investigations.

Bullying outside of school:

We know that if children are having difficulties at home, it is impossible for them to do their best at school. The school has a responsibility to challenge all bullying which happens at school and to help stop cyber-bullying. Although the school is not directly responsible for bullying in the local neighbourhood, we will try and help parents to challenge bullying outside of school when we can. This might include: talking with the children/ families involved, talking to the local police and talking to pupils about how to handle bullying outside of the school.

Hate Crimes

Hate crimes are any incidents, whether a crime or not, motivated by hostility or prejudice towards an individual due to their:

race;

religion;

sexual orientation;

gender identity; or

disability.

Protected Characteristics:

Protected characteristics are specific aspects of a person's identity defined by the Equality Act 2010. It is against the law to discriminate against someone because of a protected characteristic.

They are:

race – a person's ethnicity, nationality, country of origin, skin colour, etc.

religion – a person's religion or faith, even if they have no religion.

sexual orientation – a person's sexuality, whether they are heterosexual, homosexual, bisexual, asexual, etc.

gender identity – an individual who is transgender or perceived to be transgender.

gender - a person's sex

disability – any person with:

physical impairment;

life-limiting illness;

sensory disability;

mental ill-health;

learning disability;

visual difference; or

diagnosis on the autistic spectrum

It does not matter if the person targeted has the characteristic that the prejudice is directed toward. Only that they are perceived to have that characteristic or belong to that community.

The definition covers criminal and non-criminal incidents. It is irrelevant whether the behaviour is a criminal offence. Hate Crime covers a range of behaviours, including:

discrimination;
exclusion;
verbal abuse;
physical assault;
bullying including cyber-bullying; and
inciting hatred

Hate Crime can manifest in the school environment. Educating the perpetrator about their language and impact may be preferable. All incidents are recorded and reported to the local authority. If it is believed a crime has been committed any such incident will also be reported to the police.

Responses may involve action and support from various agencies for both the victim and the perpetrator, for example, support from statutory services and voluntary groups relating to the five protected characteristics.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults (staff and parents) who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults (staff and parents) who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- If online, requesting that content be removed
- Instigating disciplinary, civil or legal action as appropriate or required

Monitoring of bullying

The head monitors bullying at the school and has to report to governors each term in relation to incidents. Scrutiny of recorded incidents may show whether bullying is becoming less frequent or changing in nature. Visiting Governors may, through talking to children and staff on termly visits, help to evaluate the success of this policy. Pupil questionnaires and parent surveys will be carried out regularly and these have questions related to bullying