

## Anti-Bullying Policy

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This Policy was reviewed in June 2023 by staff and governors. As a school we then updated it 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 we are part of the national 'Anti-Bullying Alliance' programme 2023/24.

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Ani-bullying Lead: Cassie Pamplin

Anti-bullying governor: Elizabeth Ball

Next review: September 2024

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. We aim to create an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity. 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 includes 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 person targeted. It can also be a sign that the child (ren) 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 school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate. The purpose of this policy is to enable adults to recognise bullying, when it takes place, and to deal with it effectively.

### **What is bullying?**

We use the Anti-Bullying Alliance (ABA) definition of bullying which is based on research from across the world over the last 30 years. ABA defines bullying as:

**'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.'**

We use this definition with the children and 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. 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. It may also include the above being aimed at people for homophobic or racial reasons. 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.

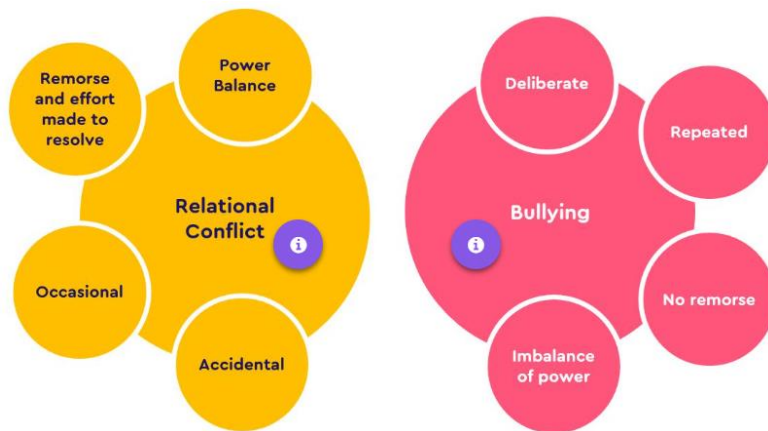
Traditionally bullying is seen as involving a 'victim' and a 'bully'. We try to avoid those terms, as these labels can be unhelpful. We feel it is better to label the behaviour itself as bullying. Also it is often not just 2 people involved. Research by Christina Salmivalli in 1996 gave us a greater understanding of the roles in bullying and understanding the group dynamic often involved. We use the following terms to help us discuss any cases or potential cases of bullying.



### **Bullying is not:**

Not all situations where children are involved in conflict or relationship difficulties can be understood as bullying. 'Relational conflict' is one way of describing non-bullying situations. It is important to understand that bullying is not the odd occasion of falling out with friends, one off 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. Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This

possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.



### **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 those who have been a target for bullying or who have displayed bullying type behaviours.

### **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 promote our 5 values: honesty, kindness, gratitude, empathy and inclusion
- 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, racist and sexist 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 people who bully 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 bullying 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.

Children are encouraged to report any incidents of bullying to any member of staff, whether they are the target or a bystander. We also have a 'I wish my teacher knew' postbox, that children may use to report incidents if they are worried about verbalising it. Upper Key Stage 2 also have the option of reporting it online using Google Classroom. Likewise, parents/carers are welcome to discuss any bullying worries with class teacher in the first instance, who will bring it to the attention the Cassie Pamplin, headteacher, or they can use email or Dojo to report any concerns. The member of staff, who it has been reported to, will fill in a School Incident Bullying Form (see Appendix 1). The matter will be investigated by the member of staff the issue was reported to and passed on to the headteacher, Cassie Pamplin, who will take further action as relevant. In her absence Lucie Clarke, assistant headteacher will take on this role.

In the event of bullying, parents will be informed of the nature of any incidents and any action taken. Parents will be informed of their child's role in the bullying.

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.

### **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 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. We have a named anti-bullying governor: Elizabeth Ball. 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.

**Bullying Incident Form**

|  |  |
|--|--|
| Date being reported to member of staff |  |
| Member of staff initially reported to  |  |
| Date of any incidents                  |  |
| Time of incidents                      |  |

**Nature/Type of Incident** (Please Tick)

*Extortion*

*Isolation/Being Ignored or Left Out*

*Physical*

*Verbal (Name-Calling, Taunting, Mocking)*

*Cyber (Email, Internet, Text)*

*Personal possessions taken/damaged*

*Forced into something against will*

*Written*

*Spreading Rumours*

*Other (please specify)*

| Names | Year Group | Gender | Ethnic Origin Code | Role* |
|-------|------------|--------|--------------------|-------|
| 1     |            |        |                    |       |
| 2     |            |        |                    |       |
| 3     |            |        |                    |       |
| 4     |            |        |                    |       |
| 5     |            |        |                    |       |
| 6     |            |        |                    |       |

\*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

**If you feel the incident was motivated by any of the following** please tick

|                        |   |
|------------------------|---|
| <i>Appearance</i>      | <i>Race/Ethnic Origin *</i>                               |
| <i>Disability*/SEN</i> | <i>Sexual Orientation</i>                                 |
| <i>Gender/Sexism</i>   | <i>Home Circumstances including Looked After Children</i> |
| <i>Religion</i>        |   |

\* *Reminder: These incidents should be recorded separately.*

|   |
|---|
| Brief summary of the incident/situation |
|   |
|   |
|   |
|   |
|   |



| Actions to take | By whom | By When | Comments |
|-----------------|---------|---------|----------|
|                 |         |         |          |
|                 |         |         |          |
|                 |         |         |          |
|                 |         |         |          |
|                 |         |         |          |

**Action Taken** include any exclusions, parental involvement, or involvement with external agencies.

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With Individuals (as noted on page 1)

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**Desired outcome SMART (specific, measurable, achievable, realistic and time bonded)**

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|--|

Form completed by:

Date:

|  |  |
|--|--|
| Follow up date                               |  |
| Follow up information                        |  |
| Any further action required                  |  |
| Lessons Learned<br>(to share with all staff) |  |