Stanstead
Flying High Academy

Anti-Bullying Policy

September 2023

To be reviewed September 2024

Introduction

At Stanstead Flying High Academy, we have eight core values which underpin everything we do within school. These are: Confidence, Perseverance, Creativity, Aspiration, Enjoyment, Pride, Responsibility and Kindness.

As part of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory guidance, September 2022 and was formulated in consultation with the whole school community.

This policy is available:

- On the school website
- From the school office

Roles and responsibilities

The Head teacher has overall responsibility for the policy and its implementation, liaising with the governing body, parents/carers, The Flying High Trust and outside agencies.

The Anti-Bullying Co-ordinator in our school is: Tanya Smith (Head Teacher).

Responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers, and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents alongside SLT

- Managing the reporting and recording of bullying incidents working with SMT
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is Judith Robinson

The designated safeguarding leads at Stanstead Primary are:

- Tanya Smith, Head Teacher
- Rachel Carter, Assistant Head Teacher
- Will Smee, ELSA

Definition of Bullying

S.T.O.P – Several Times On Purpose.
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. It is usually persistent.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress. Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of

bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Bullying behaviour can be, but is not limited to:

- **Physical** – pushing, poking, kicking, hitting, biting, pinching etc.
- **Verbal** - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- **Emotional** – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- **Sexual** – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- **Online /cyber** – posting on social media, sharing photos, sending nasty text messages, social exclusion.
- **Indirect** - Can include the exploitation of individuals.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

At Stanstead School we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying). We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Staff are regularly reminded of the appropriate steps and procedures to take through safeguarding updates and CPD, children are reminded through regular PSHE lessons, whole school work using the Jigsaw programme, class assemblies and whole school assemblies, and the necessary information is available for parents on the school website. Additionally, there is a particular focus every year during Anti-Bullying Week to bring it to the forefront of staff, pupils, and parents minds.

We can encourage pupils to report bullying in confidence using a variety of methods, however, if pupil safety is at risk then staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

The systems of reporting bullying are as follows:

At Stanstead Primary School we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community. We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community

Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally. Therefore, we have additional reporting mechanisms in place. Our school has a bubble box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person or via a telephone call) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or the meeting, the teacher will make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told. We ask that staff report their concerns to a Designated Safeguarding Lead/directly to the Head teacher/to the Anti-Bullying Coordinator. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff

must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.). We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head teacher/a member of the Senior Leadership Team. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system (CPOMs) and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

Procedures

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately and investigated involving all parties in line with this policy. The staff are aware of and follow the same procedures.

- All parties will be interviewed
- Serious incidents will be recorded on the official school bullying incident form. All staff have access to this, copies can also be obtained from the school office
- In serious cases parents of all parties will be informed and will be required to come to a meeting to discuss the problem
- Parents will be asked to work with and support the school to achieve a positive outcome for all concerned
- The school will direct parents to outside agencies if requested or required
- A range of responses appropriate to the situation will be used and monitored: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Any sanction will be in line with the school's behaviour policy and will include what actions may be taken if bullying persists. These will be discussed by all parties. However sometimes further interventions for individual children are confidential to that child and family so may not be discussed in full with others.
- We will follow up all incidents especially keeping in touch with the person who reported the situation and, where parents/carers have been involved, they will be kept informed
- Ongoing support for the victim
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to

show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

- • Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
  • Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
  • Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns
  – a DSL may then refer to the Nottinghamshire MASH

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and shared with a member of the Senior Leadership Team. Details of the incident will then be stored internally.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The policy will be reviewed and updated annually, and any trends identified from the previous year's information may be passed onto governors as part of the annual report.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Stanstead Nursery and Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Kindness heroes
- Kindness value
- Anti-Bullying week annually
- Safer internet day annually
- PSHE lessons
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Pupil voice and pupil surveys
- Celebrating diversity, on of our curriculum principles
- ELSA support
- Restorative initiatives