



Anti Bullying Policy 2022-23

Review frequency: Annually

Date approved: June 2022

Approved by: N Bridges (HT) / Suzette Leach (CoG)



Robin Hood Primary **Anti-Bullying Policy**

At Robin Hood Primary School we are committed to provide a safe, caring and friendly environment for all our pupils to allow them to; learn and challenge themselves effectively; respect themselves and others; have a thirst for knowledge; develop and show resilience; collaborate by working, playing and having fun alongside each other and by being proud of what they and others achieve. We want all pupils to be 'Aiming High' to Excel and Exceed.

We are aware that bullying can happen in any setting. Bullying is unacceptable at our school and we aim to have strategies to support children if bullying occurs. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

Objectives of this Policy

- The school community should know that any form of bullying will not be tolerated.
- Governors, staff, pupils and parents should have an understanding of what constitutes bullying.
- Governors and staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.

Policy Development

This policy was formulated in consultation with the whole school community with input from members of staff, governors, parents/carers, children and young people. Pupils contribute to the policy through the school council, circle time and class/group discussions. Parents will be encouraged to contribute by taking part in written consultations, parent meetings and parent focus groups.

School's Accountability

Pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus.

Roles and Responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant agencies.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

STOP Bullying! (Several Times On Purpose)

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (Preventing and tackling bullying DfE October 2014)

At Robin Hood we teach our pupils about respect for each other and that unkind or cruel behaviour will not be tolerated. However, not all unkind behaviour is bullying.

To be rude to someone once is unkind.	To be unkind again is mean.	To be mean several times is bullying.
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The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time.
- That it is deliberate and not accidental.
- That it involves the person doing the bullying in having some sort of power over the person experiencing the bullying.

We investigate and record on SIMS incidents which are brought to the attention of staff. ***If there are three repeated unkind behaviours logged from one child to another*** – this will be logged as an incident of bullying and a significant sanction applied, e.g. internal exclusion working with staff looking at the impact on a victim of bullying and considering the perpetrators behaviour.

Occasionally an incident may be deemed 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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

The pupils are taught STOP- bullying is Several Times On Purpose
Bullying can be:

- Emotional being unfriendly, name calling, mocking, making offensive comments, excluding, producing offensive graffiti, gossiping and spreading hurtful and untruthful rumours, tormenting, (e.g. taking belongings, threatening gestures).
- Physical pushing, kicking, hitting, punching or any use of violence.
- Racist racial taunts, graffiti, gestures.
- Sexual unwanted physical contact or sexually abusive comments.
- Homophobic because of, or focussing on the issue of sexuality.
- Verbal name-calling, sarcasm, spreading rumours, teasing.

- Cyber inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet, misuse of social media and online games.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately. Bullying can take place between:

- children and young people.
- children, young people and staff.
- between staff.
- individuals or group.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school.
- changes their usual routine.
- is unwilling to go to school (school phobic).
- begins to truant.
- becomes withdrawn, anxious, or lacking in confidence.
- starts stammering.
- attempts or threatens suicide or runs away.
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to do poorly in school work.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or “go missing”.
- has unexplained cuts or bruises.
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what is wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous & jumpy when a cyber-message is received.

It is important to note that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Prevention

As far as possible we will seek to eliminate bullying at Robin Hood through education and by teaching methods for helping children to prevent bullying.

These include:-

- Promotion of our RESPECT values across the school.
- Respect Boxes
- Co-operative group work
- Circle Time
- Circle of Friends
- Nurture support provided by the nurture team.
- Through our PSHE curriculum.
- Taking part in national initiatives such as Anti-Bullying Week .
- Writing a set of class rules annually and reviewing these through the year.

- Writing stories or poems or drawing pictures about bullying .
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays.
- Having discussions about bullying and why it matters.
- School Council

At times, however, bullying may occur despite these methods of prevention. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. School has a responsibility to respond promptly and effectively to issues of bullying. Our school has clear and well-publicised systems to report bullying for the whole community (including staff, parents/carers, children and young people) this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders).

The systems for reporting bullying are as follows:

- Children and young people (See Appendix 2 - Guidance for pupils) should report concerns about bullying behaviour to their teacher or a member of the nurture team, If passed to a class teacher, staff should pass on the information to member of the Nurture Team. Should initial action not achieve the desired outcome, they should discuss with a senior member of staff to take further action.
- Parent/Carers (See Appendix 2 Guidance for Parents/Carers) can report concerns to the office, who will endeavour to find a member of senior staff or the nurture team immediately to discuss the concern. If no one is available parents will be contacted on the same day at the earliest opportunity.
- Visitors and other bystanders should refer any concerns about bullying behaviour to a member of the senior leadership team.

Each case of bullying will be investigated involving all parties. This may follow the format below (see Appendix 3 for flow chart) if it is appropriate to the situation: (Refer also to Guidance for investigation of an incident in school)

- Step one -Talk to the victim (what is the problem? What has happened? Who is involved? Are there any witnesses? What would you like to be different?)
- Step two –talk to the people involved (alleged perpetrators/witnesses)
- Step three – discuss possible actions and sanctions and inform victim and perpetrator and parent/carer of these
- Step Four – Meet with them again to monitor and check progress
- Step Five – Review actions and progress with parents

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be initially recorded on SIMS.

The information stored 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. E.g. if three recorded incidents of unkind behaviour e.g. homophobic / racist comments are logged – the significance of the sanction will increase and bullying will be logged as the behaviour of the perpetrator. This information will be presented to governors as part of the Head Teacher's report to Governors (Appendix 5 reporting from to governors) and used in the process of updating the policy.

Outcomes

If possible, the pupils will be reconciled.

After the incident/incidents have been investigated and responded to according to the situation, for example, circle of friends, individual work with the victim and /or perpetrator, referral to outside agencies.

Each case will be monitored to ensure repeated bullying does not take place.

Sanctions will be applied according to the school behaviour policy. Serious incidents and incidents of continual bullying may result in exclusion.

All incidents of bullying are recorded on individual pupil files.

Links with other policies

Behaviour policy, Safeguarding policy, SEND Policy, E-safety policy, Equalities policy, PSHE policy.

Links with other documents

Preventing and tackling bullying advice for headteachers, staff and governing bodies.

Appendix 1

Anti-Bullying Team

Nicky Bridges (Head Teacher)

Henry Overton (Deputy Head Teacher)

Aimie Habgood (Deputy Head Teacher)

Helen Crawford (Inclusion Coordinator)

Paulette Carlisle (TA Leader for Inclusion)

Jean Williams (Lead TA for behaviour)

Suzette Leach (Chair of Gobs)

Appendix 2

Guidance for pupils

If you are being bullied;

- Remember it is not your fault
- Try to stay calm and look as confident as you can
- Be firm and clear – look them in the eye and, if possible, tell them to stop and tell them how you feel

After you have been bullied:

- All bullying is wrong and you do not have to stay silent about it
- Tell an adult or somebody you trust about what has happened straight away.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you

When you are talking to an adult about bullying be clear about;

- What has happened to you
- How often it has happened
- Who was involved
- Who saw what was happening
- Where it happened
- What you have done about it already

If you experience bullying by mobile phone, text messages or e-mail;

- Don't retaliate or reply
- Save the evidence do not delete anything
- Make sure you tell an adult

Guidance for parents/carers

If they tell you or you think your child has been bullied:

- Calmly talk with your child about his/ her experiences
- Make a note of what your child says including who was involved, how often the bullying has occurred, where it happened and what happened
- Reassure your child that he/ she has done the right thing to tell you about the bullying
- Explain to your child that should any further incidents occur he/she should report them to an adult in school immediately
- Make an appointment to see the class teacher or a member of the Nurture Team

When talking with members of staff about bullying:

- Try to stay calm and bear in mind that the staff member may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved
- Ask if there is anything you can do to help your child or the school
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If you are not satisfied:

- Check with the school anti-bullying policy to see if agreed procedures are being followed
- Discuss your concerns with the parent governor or other parents
- Make an appointment to discuss the matter with the Head teacher and keep a record of the meeting

- If this does not help write to the Chair of Governors explaining your concerns and what you would like to see happening
- If you require any further support then please contact the Local Authority

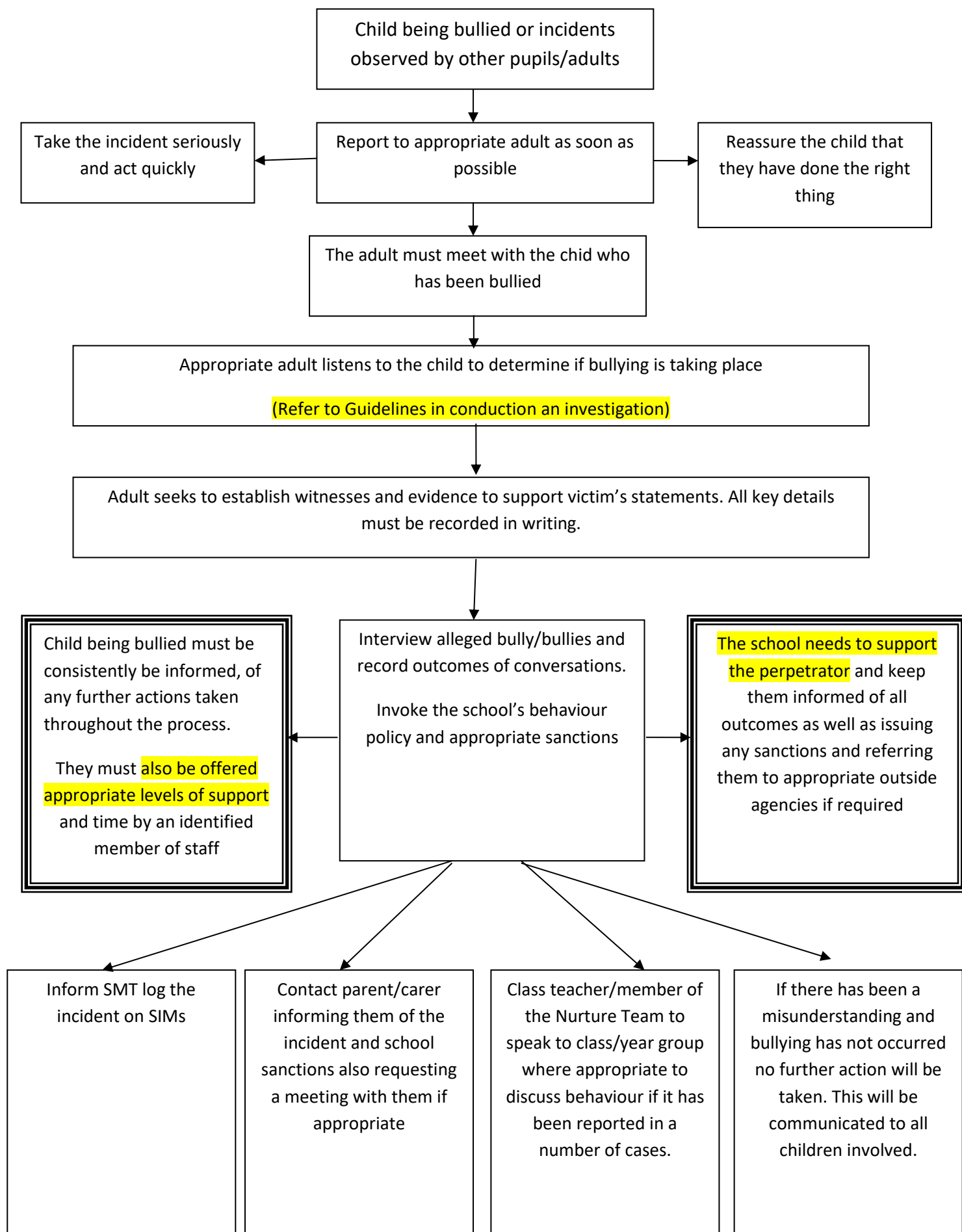
If your child is displaying bullying behaviour towards others:

- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's class member of the Nurture Team and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others
- Regularly check with your child how things are going at school
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people

If your child is experiencing any form of cyber bullying:

- Ensure your child is careful whom they give their mobile phone number, e-mail address and other online contacts to
- Check exactly when a threatening message was sent and keep evidence of offending e-mails, text messages or online conversations. Do not delete messages
- If the bullying involves a pupil from school contact the school to report this.
- If the cyberbullying is serious and a potential criminal offence has been committed, you should consider contacting the police

Appendix 3 – Flow Chart



Victim	Offender	Unclear Role
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Meeting / Conversation with Parent / Carer		Date:
Child:	DOB	Staff member:
Class:		
Present:		
Notes from meeting:		
1) Issue:		Action:
2) Issue:		Action:
3) Issue:		Action:
Review Date:		Date Resolved:

If you have had a meeting with parents, please complete this form during the meeting and either electronically attach it to SIMS alongside your comments or pass this form with the overleaf complete to the Office staff to complete on SIMS.

Recording Investigations on SIMS (Refer also to Guidelines on Investigating Incidents)

_Add in type

Accident	Disrespect	Racist Incident
Behaviour Chart	Fighting	Meeting with Parent
Bullying	Name calling	Friendship Concerns
Other Type	Equality Incident	

1) Add in Location

After School	Educational Trip	KS2 Break
Before School	KS1 Break	KS2 Lunch
Classroom	KS1 Lunch	

2) Add any comments re the incident (Behaviour log book may have more detailed commentary)

3) Add date recorded

4) Add Status

Resolved	Review in 1 week	Review in 3 weeks
Further Support Required	Review in 2 weeks	Review in 6 weeks

5) Add how Parents/ Carers Informed

Telephone	Letter
Spoken to in person (Fax)	Email

6) Action

Banned	Exclusion	Lunchtime Detention
Break time Detention	Intervention	Verbal Reprimand
Discussed with parents	Internal Exclusion	

8) Add Role of pupil in behaviour: **Victim / Offender / Unclear Role**

9) You can add documents / attachments / letters etc which you may have sent to parents.

10) If you are following up on that same incident, you can tick the follow up box and add more comments / documents as necessary.

11) **IF YOU WANT TO MESSAGE STAFF WITH THE INCIDENT: SAVE** the Incident details, go back into the incident and Send to staff who also need to be aware. The information may also be communicated between certain staff via email.

If you have had a meeting with parents, please ensure this is logged on SIMS alongside your comments or pass this form with the overleaf complete to the Office staff to complete on SIMS.

Appendix 5 – Reporting Form to Governors

Robin Hood Primary School

Monitoring of Bullying Incidents

During half termly Governing Body Meetings – the HT will inform the governors of the following information.

Term _____

Academic year _____

Please indicate the total number of incidents in the appropriate box at the end of each term.

Type	Number
Verbal - Racist	
Verbal – Equality	
Emotional	
Physical	
Cyber	
Total	

Please Indicate the number of exclusions made due to bullying

Fixed Term

Permanent

Please indicate the number of incidents recorded which you felt were motivated by any of the following.

Appearance

Disability

Home circumstances

Gender

Race/ethnic origin

Medical condition

Religion

Sexuality

