



# SAUNCEY WOOD PRIMARY SCHOOL

## Anti-Bullying and Peer-on-Peer Abuse Policy

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<b>Responsible Committee</b>	FGB
<b>Source</b>	HfL
<b>Reviewed</b>	April 2021
<b>Ratified</b>	7 <sup>th</sup> May 2021
<b>Next review date</b>	April 2022

## **Rationale**

Everyone at Sauncey Wood Primary School has the right to feel welcome, secure and happy. The school's aim is to raise the self-esteem of all Sauncey Wood pupils and to create an atmosphere of mutual respect. Bullying of any sort stops members of the community from being able to achieve their full potential and prevents equality of opportunity.

The school's success in encouraging good relationships between its pupils will be evaluated by monitoring recorded incidents, by questionnaires and by interviews with pupils.

**Bullying is anti-social behaviour and affects everyone: it is unacceptable and will not be tolerated.** It is everyone's responsibility to ensure that bullying does not occur and this policy contains guidelines to support this ethos. Bullying is a form of peer-on-peer abuse, other examples of which are listed in Appendix 1. The content of this policy applies to all forms of peer-on-peer abuse.

Where bullying does exist, the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build and maintain an anti-bullying ethos within the school.

*This document highlights how we make this possible at Sauncey Wood Primary School. It should be read in conjunction with the Restorative Approaches Behaviour Policy and the Home-School Agreement.*

## **Definition of Bullying**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

The school works hard to ensure that all pupils understand the difference between bullying and simply “falling out”.

## **SEND**

We recognise that some children may be vulnerable to bullying because they have specific problems such as poor co-ordination, autism, speech or language difficulties. We are aware that these children may need extra help. This help is put into place through a therapeutic and supportive approach which enables children with SLCN to be able to voice and explain the issues they may be facing. Parental engagement is also key when trying to gain the pupils views on a situation, so meetings with parents may be held.. Extra time and care are taken to ensure that the pupils voice is heard.

Sometimes preparing all the children by discussing issues generally may avoid problems but here sensitivity and the teacher’s judgement on the situation need to be used. We aim to sensitively encourage other children to empathise with those who have particular needs or disabilities within the school. Some children may not understand why other children may behave differently and some children’s special needs are not immediately apparent –e.g. hearing loss.

## **Racial & Cultural Bullying**

Incidents of racial harassment or abuse must be reported to the Headteacher and investigated by the Headteacher and/or staff. All bullying and racist incidents are recorded in the Bullying/Racist Incident Log. We aim to make children understand that racial harassment or abuse of any kind is unacceptable and will not be tolerated.

## **Possible Signs of Bullying**

Some of the following signs may indicate there is a bullying problem:

- Being frightened of walking to or from school
- Being unwilling to go to school
- Begin doing poorly in their school work
- Begin to bully others
- Refuse to say what’s wrong
- Become aggressive and unreasonable
- Stops eating
- Has unexplained cuts or bruises
- Is nervous or afraid to use a computer or tablet

**Pupils must be encouraged to report bullying to the school.**

## **Actions to Tackle Bullying**

**Prevention** is better than cure, so at Sauncey Wood all staff are vigilant for signs of bullying and always take reports of incidents seriously. We use the curriculum whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-

type behaviour. In particular, this issue is addressed directly in Personal Development (PD) and Circle Time and in assemblies, as well as through English and Drama and a range of other subjects.

Pupils are taught that they must report any incidence of bullying to an adult and that whenever another pupil tells them they are being bullied or if they see bullying taking place, it is their responsibility to convey their knowledge to a member of staff. Younger children may wish to use an older “buddy” to do this if they lack the confidence to talk to an adult.

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with initially by either the adult on duty or the Class Teacher of the victim. The incident will be treated as an urgent priority.
- A clear account of the incident will be recorded and given to the Deputy Head Teacher or Head Teacher.
- The Deputy Head Teacher or Head Teacher will interview all concerned and will formally record the incident in the Bullying/Racist Incident Book.
- Parents and carers will be kept informed.
- Class Teachers will be kept informed of actions taken and will monitor the situation
- The Headteacher will continue to monitor the situation.
- Sanctions will be used as appropriate to the particular circumstances and in consultation with all parties concerned.

Upon discovery of an incident of bullying, we discuss the incident with the children in a manner which is appropriate to their age and level of understanding following our Restorative Behaviour approach. In most cases, a problem-solving approach can be applied. The adult will remain neutral and deliberately avoid direct closed questioning which may be interpreted as interrogatory or accusatory. Each pupil must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying from recurring.

Pupils who have been bullied are supported by:

- Offering an immediate opportunity to discuss the experience with the Deputy Head or Headteacher, or with another member of staff with whom they feel comfortable
- Reassurance
- Offers of continuous support, including professional counselling if this is deemed appropriate and necessary
- Action to assist in restoring self-esteem and confidence
- Their parents/carers being informed

Pupils who have bullied will be helped to change their behaviour by:

- Discussing what happened
- Discovering why the pupil became involved in the incident

- Establishing the wrong-doing and the need to change
- Informing parents/carers to help change the attitude of the pupil
- Offer of professional counselling if appropriate and necessary
- Their parents/carers being informed

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Loss of break time
- A daily/weekly report sheet to monitor behaviour
- Loss of privileges, e.g. school trips, Golden Time
- Exclusion from certain areas of the school premises
- Fixed-term exclusion
- Permanent exclusion

Various strategies may be applied if more than one pupil is involved in bullying another. PD lessons, Role play and other drama techniques may be used as well as group work on social skills. Circle Time may be used and if held regularly can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists. Peer group pressure can be used to discourage bullying and pupils can be helped to develop positive strategies and to become assertive without using threats or violence.

### **Bullying outside the School Premises**

Schools are not directly responsible for bullying off their premises. However, we take steps to ensure that pupils understand that they should not suffer in silence, whether the bullying is by pupils at the school or another school, or by people who are not at school at all. This may include cyber bullying, which is unlikely to take place on-site. In school, online safety is taught and discussed regularly. Parents are encouraged to monitor and check their children's use of computing and social media so that they support their children to be responsible and safe online users. There are a range of steps that can be taken to support pupils in this situation. These include:

- Informing parents if problems are arising
- Talking to the local police about problems on local streets
- Talking to transport companies if problems happen on buses or trains
- Talking to the Head of another school whose pupils are bullying off the premises
- Discussing safer routes to school with pupils
- Talking to pupils about how to avoid or handle bullying outside the school premises

### **Parental Involvement**

Parents/carers are encouraged to work in partnership with the school to achieve good relationships between pupils. The parents/carers of bullies and their victims will be informed of an incident and the action that has taken place and will be asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. A monitoring tool, such as a report sheet, may also be used.

If a parent is concerned that their child is unsettled at school or if they suspect that they may be involved in bullying, they should speak to the relevant Class Teacher in the first instance.

Parents are reminded regularly through letters, information sheets and social media to inform their child that they must tell someone if they are ever being bullied. Keeping information from the school, or from their parents, will never help a problem to be solved and will prolong the period a victim has to suffer.

### **Monitoring, Evaluation and Review**

Whilst there is relatively little recent history of bullying at Sauncey Wood, we believe that one case is one case too many and therefore it is essential to constantly review this policy to ensure that we are in a position to strengthen our approach to this issue. One way we do this is by discussing bullying data (as well as data regarding incidents which do not fall under the definition of bullying). Where necessary, we have and will continue to call on outside resources such as the Behaviour Support Services, the Counselling Service and Kidscape to support our action.

### **Useful Websites**

[www.kidscape.org.uk](http://www.kidscape.org.uk) which has a number of useful leaflets on preventing bullying

[www.dfes.gov.uk/bullying](http://www.dfes.gov.uk/bullying)

[www.bbcllc.com](http://www.bbcllc.com)

Or ring ChildLine for advice on 0800 1111

## **Appendix 1 – Types of Peer-on-Peer Abuse**

There are many forms of abuse that may occur between peers and this list is not exhaustive.

### **Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)**

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

### **Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)**

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

### **Bullying (physical, name calling, homophobic etc.)**

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Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

### **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic

communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

### **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

### **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

### **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).



## References

Whatis.com <http://whatis.techtarget.com/definition/cyberbullying>

New Choices Inc <http://newchoicesinc.org/educated/abuse/TDV/def>

This is abuse campaign

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/410010/2015-03-08\\_This\\_is\\_Abuse\\_campaign\\_summary\\_report\\_\\_2\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/410010/2015-03-08_This_is_Abuse_campaign_summary_report__2_.pdf)

Stop bullying.gov

<http://www.stopbullying.gov/what-is-bullying/definition/index.html#types>

Holding Together: equalities, difference and cohesion, a resource for school improvement planning, published for Derbyshire Education Authority by Trentham Books, summer 2009.

EACH resources for LGBT

CEOP

<https://www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/>