



SHEFFORD LOWER SCHOOL Anti-Bullying Policy

Written by	Reviewed and Ratified by Governors	Shared with Staff	Last Updated	Next Review due
Duncan Wakefield Stephanie Miller	November 2024	December 2024	November 2025	November 2026

1.0 Statement of Intent

1.1 Every child has the right to feel safe, happy and confident in school and to be valued as an individual. Bullying undermines a child's confidence and security and is unacceptable at any time. We believe our duty to prevent and address bullying in all its forms is integral to our duty to safeguard children in school.

2.0 Principles and Values

2.1 As a school we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school, on media/online platforms, in the virtual world or in the local community.

2.2 The ethos of our school fosters high expectations for behaviour and we will challenge any behaviour that falls below this.

3.0 Objectives of this Policy

- To ensure that governors, teaching and non-teaching staff, pupils and parents understand what bullying is, and the domains where it may occur, including cyber bullying.
- To ensure that bullying is effectively prevented and addressed by following this policy.
- To ensure that pupils and parents know what the school policy is on bullying and what they should do if bullying arises.

4.0 What is Bullying?

4.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It usually involves a perceived imbalance of power within the relationship between the bully and the victim.

4.2 Bullying can be:

Emotional	being unfriendly, excluding, tormenting, intimidating
Physical	pushing, kicking, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber Bullying	All areas of internet, such as email and internet chat room misuse/Social Media/Apps Mobile threats by text messaging and calls Misuse of associated technology, i.e. camera and video facilities, ipad, games consoles

4.3 Bullying can happen for any number of reasons, but may be related to:

- Race
- Religion
- Culture

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- SEND or disability
- Appearance or health condition
- Home circumstances
- Sexual orientation, sexism, or sexual bullying

4.4 Bullying can take place in the classroom, corridors, cloakrooms, playground, toilets, on the journey to and from school, on trips and cyberspace, out of school, whilst on residential visits, day visits, in group activities and between families in the local community.

5.0 Bullies and Victims

5.1 Someone who is usually capable and confident can find themselves in a situation whereby they feel bullied. Staff should be open-minded and vigilant. Bullying takes place where there is a perceived imbalance of power of bully over victim.

5.2 This may be achieved by:

- The size of the individual
- The strength of the individual
- The social standing of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

5.3 Children may not be aware that they are being bullied; they may be too young or vulnerable. Children who are victims of on-going abuse may not recognise that they are being abused. They may also allow a situation to continue in the hope that it will stop/ because they feel embarrassed or because they are afraid of the consequences of telling someone.

5.4 Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Staff are expected to be pro-active in preventing bullying by educating children and in taking steps to avoid it happening.

5.5 Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour and must take preventative action, working with other staff, children and with the child's parents.

6.0 Why is it important to respond to Bullying?

6.1 Bullying hurts. Bullying has the potential to damage the mental health and wellbeing of a victim. Everybody has the right to be treated with respect. Children who are bullying need to learn different ways of behaving so that they can also have healthy relationships.

7.0 Signs and Symptoms

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

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning on a regular basis
- Begins to do poorly in school work

- Has possessions which are damaged or “go missing” on a regular basis
- Asks for/ takes or loses money
- Has dinner or other monies continually “lost”
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Has changes in appetite or eating habits
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received
- Has unexplained changes in mood or temperament
- Has a change in attitude to people at home/ school

7.2 These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated. There also may be no obvious signs which is why promoting a culture of talk and teaching behaviour is so important to support all children.

8.0 Outcomes

- All known/reported incidences of bullying will be reported to the Headteacher/Heads.
- Staff acknowledge the possibility of bullying and seek to investigate and address whenever it presents itself.
- Known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
- All children who have been involved in the incident or who have witnessed the incident will sit separately to record in their own words what has happened.
- The member of staff dealing with the incident will meet with the parents of the victim to discuss any incidents and actions being taken.
- The member of staff investigating will meet with the parents of the bully to discuss the incidents, the school’s approach and consequences.
- Following an allegation the children will be spoken to and closely monitored.
- If bullying is found to be happening, staff will initiate support for both/all children and will continue to monitor over a period of time.
- The bully (bullies) will be asked to genuinely apologise.
- The Child/Family Support Worker will be involved in any follow-up action and in some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g. police, counsellor, Chums Emotional Well-Being, Jigsaw Behaviour Support Service etc.
- In serious cases, suspensions or even permanent exclusions will be considered.
- If possible, the pupils will be reconciled and supported toward restoration of relationships.
- After the incident/incidents have been investigated and dealt with, each case will be recorded in the schools management system, and monitored to ensure repeated bullying does not take place.

9.0 Prevention

9.1 At Shefford Lower anti-bullying is woven through the curriculum we have designed at Shefford Lower.

9.2 We use a variety of methods for helping children to prevent bullying through our Values, class assemblies, PSHCE, Anti-bullying focus, Playground Buddies and House group support, Safer Internet Day, Worry Boxes, children are also consulted through in-school pupil surveys and regular check ins.

9.3 Our ethos and school Values mean that everyone is expected to treat each other with respect and to show respect for other people’s property. Showing our Values and good behaviour is regularly acknowledged and rewarded. Weekly assemblies celebrate school success and help to drive the ethos the school upholds.

9.4 Staff will discuss bullying with children throughout the curriculum and whenever it is pertinent; in particular during national ‘Anti-bullying week’ every November. This is reinforced through our designed, connected

curriculum links. This will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying. However, the importance of the anti-bullying message is something that is addressed regularly through the curriculum as a thread of our values.

9.5 Staff will consistently reinforce behaviour expectations in line with the school's behaviour policy – staff model expectations with the children and in their professional behaviours in school.

9.6 Staff follow the equality policy; welcoming every child to our school which is modelled in everything they do.

9.7 Staff will be mindful of the times and areas in which bullying might occur, notifying senior staff and ensuring effective steps are taken to reduce the risk.

Staff must be vigilant regarding groups of children together e.g. gatherings of children in the playground should be monitored and any issues addressed. Groups/gangs can bring about the imbalance of power.

9.8 Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

9.9 Children are involved in the prevention of bullying as and when appropriate, this may include:

- Writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- 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 about what to do through scenarios of bullying
- Taking leadership roles within school
- Having discussions about bullying and why it matters that bullies are dealt with quickly
- Engaging with our School Values and Behaviour Curriculum.

9.10 If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Use an assertive voice and body language and tell the bully to stop
- Tell an adult you can trust in school
- Tell a parent or adult who you can trust at home
- Go to an adult and ask for help
- Shout for help
- Write your concern down and post it in the 'worry box'
- Discuss it in circle time
- Ring Child Line and follow the advice given – this is promoted through discussions, assemblies, lessons, and also through displays/posters in school.
- Visit the school website for ideas of what to do next

10.0 Recording of Bullying Incidents

10.1 Allegations of bullying, reported incidences of bullying, concerns raised by parents and confirmed cases should be immediately reported and recorded on CPOMs, which informs the head teacher. Resulting follow-up, outcomes of any investigations and any further action taken will be also be recorded.

10.2 All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that bullying may be prevented from happening in the future.

10.3 Incidents of bullying will be reported to the Governing Body within the Headteacher's report.

11.0 Advice to Parents and carers

11.1 If you suspect your child is being bullied:

- Inform your child's teacher of your concerns/the incident. The teacher will record the incident on the school's CPOMs and this informs the head teacher.
- The incident will be investigated and monitored, with necessary actions taken to prevent any future incident.
- The Deputy Headteacher is also available to discuss any concerns with you.
- The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
- Your child will be supported.
- The bully (bullies) will be helped to change their behaviour.
- Please do contact the Headteacher if you are not happy with the manner in which an incident is managed or responded to.

11.2 Parents and carers are advised not to;

- Under any circumstances attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

12.0 Monitoring and review

12.1 The implementation of this policy is monitored by the Behaviour Lead, Senior Leadership Team, Life Learning Lead, Headteacher and Governors. It is reviewed annually.

13.0 Links with other policies

This policy is linked to our:

- Behaviour Policy
- Curriculum Policy
- Behaviour Curriculum

14.0 HELPFUL ORGANISATIONS:

Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri 10-4)	0845 1205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
NSPCC	https://www.nspcc.org.uk/keeping-children-safe/types-of-abuse/bullying-and-cyberbullying/

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.