

# STEPPING STONES

## Short Stay School



## Anti-Bullying Policy

This policy should be read in conjunction with the school's policy for

- Behaviour Management Policies and Guidance
- Safeguarding Policies and Guidance
- Online Safety Policy and Guidance
- PSHCE & British Values Policy
- Values Education Policy

Reviewed and updated - September 2022

**Alison Dodd (Head teacher September 2022)**

## **Introduction**

At Stepping Stones Short Stay school, we are aware that children can be victims or perpetrators of bullying behaviour within any school setting or out of school hours. We aim to ensure our curriculum PSHCE sessions, values lessons, online safety lessons teach the children about all forms of bullying including harassment and abuse. (at appropriate age and content levels)

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

This policy should be adhered to be read in conjunction with the school behaviour policy, safeguarding policy, online policy.

This policy has been reviewed to account for updated information and to adopt information from the NSPCC. It has also been drawn up on the basis of legislation and guidance that seeks to protect children in the UK. (KCSiE 2022, Online Safety Guidance, Safeguarding)

## **The person responsible for pupil behaviour including bullying is Alison Dodd (Head teacher and Designated Safeguarding Lead.**

In their absence incidents will be dealt with by the Senior Leadership Team.

### **Intention:**

**At Stepping Stones Short Stay School, we are committed to safeguarding and promoting the welfare of pupils and young people. This includes preventing and protecting children from bullying behaviour that will impact on a child's emotional well being and behaviour.**

### **We intend....**

- **To prevent bullying from happening between children and young people who are part of our school**
- **To make sure any incidents of bullying are stopped as soon as possible, and appropriate support is given.**
- **To provide information to all staff, volunteers, children and their families about what we all should do to prevent and deal with bullying**

**Stepping Stones is an enhanced values-based school where the children are taught and encouraged continually to be respectful, kind, tolerant and show trust. This is embedded in all aspects of the school day. Any incidents are managed using values language and restorative approaches.**

### **Children at Stepping Stones are expected to...**

- **Show respect (to everyone, with their words and actions)**
- **Be Safe (to everyone and to their school environment)**
- **Complete their learning tasks / expectations of them to a good standard**

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## Creating an Anti- Bullying Ethos and Environment

- All SLT, teaching and non-teaching staff, volunteers, students, pupils and parents should have a shared understanding of what bullying is and of its impact.
- All staff should know what the school's policy is on bullying and follow it when bullying is reported in order to produce a consistent school response to any bullying incidents that may occur.
- Create a school culture which is fully inclusive and welcoming, encouraging pupils to disclose and discuss bullying behaviour.
- We will implement education and prevention strategies that build empathy, respect and resilience in pupils: and explicitly address the issues of cyber-bullying and identity-based bullying including in particular homophobic bullying.

### Implementation:

#### Definitions of Bullying within School

Bullying is the repeated use of aggression with the intention of hurting another person. Bullying results in hurt and distress to the victim and generally takes one of four forms:

- Emotional: being unfriendly, spreading rumours, excluding tormenting (e.g. hiding bags or books)
- Physical: pushing, kicking, hitting, punching, slapping or any form of violence
- Verbal: name-calling, teasing, threats, sarcasm
- Cyber: All areas of internet misuse, such as nasty and/or threatening emails, misuse of blogs, gaming websites, internet chat rooms and instant messaging, mobile threats by texts messaging and calls, misuse of associated technology i.e. camera and video facilities.

We also need to take account of the following....

- **Racial Bullying** – This refers to a range of hurtful behaviour, both physical and psychological, that make a person feel unwelcome, excluded, powerless or worthless because of their colour, ethnicity culture, faith etc.
- **Homophobic Bullying** and the use of derogatory homophobic language. – This is where a child may use homophobic language directed at other children to cause emotional harm. This occurs when bullying is motivated by a prejudice against Lesbian, Gay, Bisexual and or Transsexual people.(LGBT)
- **Sexual Bullying / Harassment**  
Sexualised bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. It is any behaviour which degrades someone, singles someone out using sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressured to act promiscuously and to act in a way that makes others uncomfortable.

**Sexual harassment** is unwanted behaviour of a sexual nature which: violates your dignity, makes you feel intimidated, degraded or humiliated and creates a hostile or offensive environment. These behaviours happen inside and outside school, in social groups and online. It is as serious as any form of hate crime and should be treated as such by parents, teachers and society in general.

- **SEND / Discrimination**

Research by the Anti-Bullying Alliance (ABA) has shown that children with special educational needs or disability (SEND) are more than three times more likely to be bully victims, than their non-disabled peers. Bullying towards a child because they have additional needs through behaviours that cause harm.

- Children with special educational needs and disabilities may be more at risk of bullying, or they may become bullies themselves due to the additional pressures they face. They can also face discrimination, and therefore all staff should monitor pupil behaviour carefully. Reporting any persistent behaviours that are perceived as bullying to the appropriate people.

- **Bullying around Home circumstances**

- Popular or successful children are also bullied, sometimes because others are jealous of them. Sometimes a child's family circumstance or home life can be a reason for someone bullying them.
- Disabled children can experience bullying because they seem an easy target and less able to defend themselves.

Discriminatory language is not acceptable and will be challenged, in particular when it relates to identity-based bullying, for example relating to race, religion, sex, special educational needs (SEN), disability, gender identity, sexual orientation. Homophobic language will also be challenged.

**At Stepping Stones we must teach the children the difference between 'bullying behaviour' and one off incidents of an unkind nature. Again, this is through the PSHCE, values education and daily teaching.**

### **Signs and symptoms that someone may be being bullied**

Many children and young people do not speak out when being bullied and may indicate by signs or behaviour that he or she is being bullied.

- is frightened of coming to school
- doesn't want to play outside
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- uses excuses to miss participating in lessons (headache, stomach ache etc)
- begins to suffer academically
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises or shows signs of being in a fight
- refuses to eat lunch
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- changes their eating habits (stops eating or over eats)
- is unable to sleep

- wets the bed
- is frightened to say what's wrong
- gives unlikely excuses for any of the above
- is afraid to use the internet or mobile phone or is nervous and jumpy when a text message or email is received

### **Prevention**

School will use all of the following to help raise awareness of prevent bullying as and when appropriate, these may include:

- Daily revisiting and understanding of Stepping Stones' Values.
- Signing a home/school agreement
- Using the curriculum to reinforce awareness, in particular the PSCHE curriculum
- Reading stories about bullying or having them read to a class
- Having regular discussions about bullying and why it matters
- Anti-bullying week to link in with PSCHE scheme of work
- Playground activities
- Online Safety being frequently discussed and taught – continually through the curriculum
- Community Police Officers speaking to classes

### **Procedures**

**STEP 1** - If staff have concerns over a child's behaviour (bullying behaviour towards someone else) then they should in the first instance raise the concerns with the class team around the child. This behaviour should be dealt with by the class teacher where possible through using conflict resolution / restorative approaches and ascertaining why the bully may be perpetrating this behaviour. Support should always be given from the pastoral team or team of adults for both the child with bullying behaviour and the victim. Where possible every effort should be made to restore the relationship and understand the views, thoughts, feelings of the children involved. Bullying incidents will be inputted into the CPOMS system and at this stage described as "bullying behaviour", as we do not want to label any child.

Parents / Carers will be informed via a telephone conversation from either the class teacher or Pupil Pathway manager.

### **STEP 2** – Persistent 'bullying behaviour'

If a child is reported to be persistently targeting another child / group of children then the chronology on CPOMS would indicate more than one incident of bullying behaviour. This is where staff would be having discussions with SLT and raising further concerns. SLT would arrange to meet with the child and maybe their parent / carer to discuss the behaviour displayed and the impact it is having. This also includes online behaviour towards other children.

If a staff member is alerted to online bullying behaviours then the staff member should be informing the class teacher and SLT. Just as we report safeguarding concerns using a disclosure form, we ask the staff member to apply their safeguarding training to ascertain as much information possible to what behaviour is taking place online. Ascertain

- 1) Who is involved?
- 2) Where was the child when this took place?
- 3) What day did it take place?
- 4) Did they report to their parent?
- 5) Do they still have messages?
- 6) Who have they told?
- 7) Has this happened before?
- 8) What was said? By Who? What did you reply?

This needs to be used to ascertain the facts. We have an Online Safety Concern Form which we expect the staff member to complete and pass to the DSL.

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### STEP 3 - Continuation of Bullying Behaviours

If a child continually presents behaviour towards other children which causes significant emotional and physical harm then the school may make the decision to suspend the perpetrator and then hold a meeting with the parent / carer to implement an acceptable behaviour agreement. During this time the school may also choose to involve other agencies e.g. the Community Policing team and make referrals for additional support.

Refer to Positive Behaviour Policy regarding suspension and permanent exclusion. Whilst every effort will be made to provide the best support for both the perpetrator and victim; the school takes persistent bullying which places others at risk of physical and emotional harm seriously.

- In cases of bullying (repeated incidents), the incidents will be recorded by staff on a Serious Incident Form. Parents / carers will be informed and requested to attend a school meeting to discuss their child's behaviour.
- The bullying behaviour or threats of bullying must be investigated and addressed quickly. As outlined in the positive behaviour policy the school will take action on behaviour that has taken place out of school.
- Restorative approaches are used to support both parties to understand the impact of the behaviour and to support restoring the relationships.

#### **Pupils who have been bullied will be supported by:**

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice
- Reassuring the pupil and time with a key adult
- Offering continuous support
- Restoring self-esteem and confidence
- If a child is being bullied over a period of time, then after consultation with the headteacher, parents or guardians will be informed to help support the child at home.

#### **Pupils who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong-doing and the need to change.
- Given consequences in line with the School's Behaviour Policy.
- Informing parents/carers to help change the attitude and behaviour of the child
- In more extreme cases, for example where initial discussions have proven ineffective, the headteacher may contact external support agencies.
- In on-going cases, parents will be informed and will be asked to come into a meeting to discuss the problem with the headteacher. Points raised in the meeting will be recorded and signed by parents in the meeting. An Acceptable Behaviour Contract will be put in place for the child demonstrating the bullying behaviour.
- If necessary and appropriate, police will be consulted.

### **The role of the staff**

- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. Serious Incident forms are used to report Bullying behaviour.
- If staff witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.
- Incidents that are classed as bullying are reported via a Serious Incident form to the headteacher. If any adult witnesses an act of bullying, they should record the event using a serious incident form.
- If staff become aware of any bullying taking place between members of a class, they deal with the issue immediately. This may involve support for the victim of the bullying, and ensuring consequences are in place for the child who has carried out the bullying. Parents are informed and incidents are discussed in detail to prevent them reoccurring. Teachers spend time talking to the child who has bullied: explaining why the action of the child was wrong, and endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, the headteacher is informed.
- Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- Staff attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.
- Teachers must ensure that they follow the school's curriculum and plan and prepare lessons on bullying, cyber bullying, safety and dealing with bullying etc. These lessons and the curriculum are all measures which the school adopts to prevent bullying from taking place and equip pupils with the necessary skills to seek advice and support if they feel victimised or bullied.
- Restorative approaches will be used to support and rebuild the relationship between the children involved.

### **The role of parents**

- Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
- Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **Impact:**

This policy is monitored on a day-to-day basis by the headteacher, who reports to the SLT about the effectiveness of the policy on request.

The PSHCE subject leader will review the policy annually, in consultation with the Head teacher and the Governing Body.

This policy should be read in conjunction with

- The Safeguarding policy
- Online safety policy
- Positive management of behaviour policy

**Additional Teaching Support and Guidance**

<https://www.nspcc.org.uk/keeping-children-safe/>

<https://anti-bullyingalliance.org.uk/>

<https://www.childline.org.uk/>

<https://kidshealth.org/en/parents/bullies.html>

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