

# Stepping Stones School



## Anti Bullying Policy 2024-25

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Our belief is that every child has the right to feel safe in school and enjoy their education without the threat of bullying behaviour. Our approach is to build the children's self-esteem and confidence and this is consistent across the school.

We intend that the policy is clearly understood and shared by all, children, staff and parents.

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;
- advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- fosters good relations between people who share a protected characteristic and people who do not share it.

The Anti-bullying Policy takes its place within the general aims of the school. It has close links to Child Protection and Safeguarding Policy, Behaviour Policy, Values Policy and PSHE policies.

Stepping Stones School's definition of bullying is:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal e.g. using words to intentionally cause harm / upset to a person / group) or indirect (e.g. being ignored or cyber bullying). It may be by one person or a group to one person or a group.

#### Stepping Stones Primary School Procedure

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

If bullying is suspected we will:

- keep a log of incidents if there are concerns - incidents of bullying are recorded in CPOMs (Safeguarding and Child Protection Software System);
- allow children time to sort things out;
- inform parents;
- if the incidents persist and are causing a health and safety issue then the Headteacher could instigate exclusion procedures (see Behaviour Policy).

Prevention & strategies to reinforce our policy on anti-bullying:

- children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying;
- children participate in role play work in class as part of PSHE;
- making use of curriculum opportunities to raise pupil awareness eg through Values & British Values, RE, cross curricula themes, drama, story writing and literature;
- a positive praise system;
- good quality role models;
- adult modelling of appropriate response to a wide range of scenarios;
- children and parents have a good knowledge of the procedure / policy;
- children have a clear understanding of their rights and responsibilities;
- online safety frequently discussed and taught (see computing curriculum);
- adults to deal with a situation, even if minor - talking to the children may prevent the situation escalating.

### The Role of Governors

The governing board supports the Headteacher in all attempts to eliminate bullying from our school. The governing board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school's Anti-Bullying Policy. If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the governing board by writing to the Chair person.

### The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the Anti-Bullying Policy on request. The Headteacher ensures that all children know that bullying is unacceptable behaviour. The Headteacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

### The Role of all Staff

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place. Teachers are responsible for the recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the Headteacher who will inform their parents.

The school also records incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying report this to the Headteacher who will record this. If any bullying takes place between members of a class, the teacher and Headteacher will deal with the issue immediately. All adults must follow up what they have agreed e.g. keeping an eye, follow up discussions, etc. All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

### The Role of Parents

Parents have an important part to play in our Anti-bullying Policy.

We ask parents to:

- look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school or feel ill regularly;
- always take an active role in your child's education;
- enquire how their day has gone, who they have spent their time with, etc;
- remember it is important that you advise your child not to fight back. It can make matters worse!
- tell your child that it is not their fault that they are being bullied;
- reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help;
- remember incidents are confidential - do not discuss them with other parents on the playground. Speak to school staff if you have concerns.

If you feel your child:

- may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously;
- is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately.

If a child has bullied your child, please do not approach that child or their parents (or involve an older child) to deal with the bully. Inform school immediately who will deal with it following our school policy; parents have a responsibility to support the school's Anti-bullying Policy, actively encouraging their child to be a positive member of the school.

If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should contact the governing board via the school office.

### The Role of Children

Each term (or if incidents occur), class teachers will discuss bullying / behaviour and reinforce the following strategies at an age-related level:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Be strong inside – say "No!". Walk confidently away. Go straight to a teacher or member of staff. Tell a trusted adult.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to a trusted adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What do you do if you know someone is being bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell a trusted adult immediately.
- Teachers will deal with the bully without getting you into trouble. Do not take direct action yourself.

This policy must be implemented in conjunction with whole school policies, including:

- Behaviour
- Teaching and Learning
- Child Protection and Safeguarding
- Health and Safety

### Monitoring and Review

This policy is monitored continuously by the Headteacher, who reports to governors on request about the effectiveness of the policy. This Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. They do this by monitoring records on CPOMs, where incidents of bullying are recorded, and through discussion with the Headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy will be reviewed in accordance with the school's review cycle, or earlier if necessary.

## **Appendix 1**

When bullying has been observed or reported the following steps will be taken:

### **Step 1 Meet with the victim**

Where bullying has occurred the victim will be asked what has happened and the feelings of the person concerned. The names of those involved need to be disclosed.

### **Step 2 Hold a meeting with those involved**

A meeting will take place with those involved who will include some bystanders or colluders and even friends of the victim who joined in but did not initiate any bullying. A group of 6 to 8 usually works best.

### **Step 3 Explain the problem**

The children are told about the way that the victim is feeling and a piece of writing or drawing might be used to emphasise their distress. The details of an incident are not discussed and blame is not allocated.

### **Step 4 Share responsibility**

Blame is not attributed but the group are told that they are responsible and that they can do something about it.

### **Step 5 Ask the group for their ideas**

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. Positive responses are given but promises of improved behaviour are not extracted.

### **Step 6 Leave it up to them**

The meeting is ended with responsibility being passed over to the group to solve the problem. Agreement is reached about meeting again to see how things are going. At some point between steps 1 and 6 a decision will be taken to inform parents and this will vary according to the nature of the problem.

### **Step 7 Meet again**

Approx. one week later each person is asked again how things are going. This allows the situation to be monitored and keeps the pupils involved in the process. This may continue as required.

### **Glossary**

**Bully:** a person or group behaving in a way which might meet the needs for excitement, status, material gain or group process and does not recognise or meet the needs and rights of the other people/person who are harmed by this behaviour.

**Victim:** a person or group that is harmed by the behaviour of others and who does not have the resources, status, skill, or ability to counteract or stop the harmful behaviour.