

STYAL PRIMARY SCHOOL



Styal Primary School
Valuing the Individual to Believe and Achieve

Anti-bullying Policy

February 2022



The School's Mission Statement: Valuing the individual to believe and achieve.

Aims and Expectations

We aim to:

- Ensure that all children feel safe and secure while they are in school.
- Ensure that all stakeholders understand what bullying is, are taught how to deal with situations of bullying and any incidents of bullying are dealt with quickly and appropriately.
- Promote and maintain good behaviour and so support the development of honest, informed and honourable citizens of the future;
- Recognise the many influences on children's behaviour and take this into account when dealing with it.

It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

At Styal Primary School, we believe that all children are unique. This is one of our 8 key values. We celebrate our differences and know that being unique is special. We take part in Odd Socks Day each year to promote this – we are all different but equal.



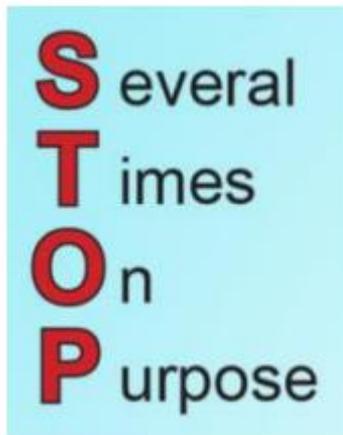
The Anti-bullying Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Defining Bullying

Bullying is when you deliberately hurt or harm someone who has difficulties in defending themselves.

Bullying is aggressive, harmful behaviour which is targeted repeatedly at the same individual.

We share this definition with children with the STOP acronym – bullying is several times on purpose.



It can be:

- Verbal (name calling, constant unkind remarks)
- Physical (hitting, pushing)
- Relational (social exclusion, spreading lies or rumours)
- Material (breaking or taking someone's possessions)
- Cyber (posting/circulating embarrassing or private content, sending unkind emails or text messages, using social media to mock or target someone)

It occurs between children who are unequal in strength, power or social status.

Cyber-Bullying

The Designated Safeguarding Lead (DSL) – at Styal this is the headteacher – has responsibility for on-line safety.

Governors need to ensure on-line safety training for staff and that children are taught about safeguarding and on-line safety.

Recent changes to the wording of youth produced sexual imagery (KCSIE 2021) states sexting is now redefined as sharing nude or semi-nude imagery or videos. This is illegal.

Abuse that has occurred on-line should not be down-played and should be treated seriously.

Technology is a significant component in many safeguarding and well-being issues. In many cases, abuse takes place concurrently via on-line channels and in daily life – face-to-face.

Peer-on-peer physical abuse may include an on-line element which facilitates, threatens and / or encourages physical abuse.

Sexual violence may include an on-line element which facilitates, threatens and / or encourages physical abuse.

Roles within incidents of Bullying

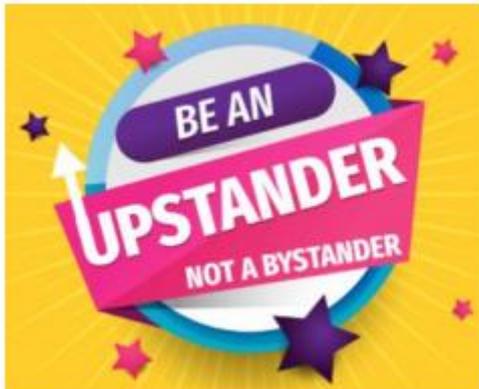
Victim:

A child or group of children who cannot defend themselves.

Bully:

Taking part in bullying behaviours against someone who has difficulties defending themselves.

If bullying occurs, there are behaviours other than the bully and the victim, and these behaviours can positively or negatively contribute to the situation.



Upstander:

An upstander is someone who recognises when something is wrong and does something to make it right. If an upstander sees or hears about bullying, they will do something about it.

- They tell an adult about the bullying
- They support the victim and offer them encouragement
- They are a friend to the victim by including them in their friendship group, helping them to walk away from a bullying situation
- They encourage the bully to stop
- They help to make things right and contribute to preventing bullying in the future

At Styal we use the STOP acronym to also remind children to start telling other people.



Bystander:

A bystander is someone who sees bullying happening and does not do anything to stop it.

- They may laugh at something mean a bully says
- They may copy what the bully does
- They may stand guard for the bully
- They join in with excluding the victim or with name calling
- They don't intervene to help the victim and so contribute to the bullying situation
- Bystanders are often afraid of retaliation, they fear exclusion of the group

Tackling Incidents of Bullying

Styal Primary School does not tolerate bullying of any kind. It is never ignored and children are actively encouraged to tell an adult so it can be tackled and prevented.

An incident of bullying can be raised by anyone in the school community and this is investigated by the class teacher and escalated to the headteacher.

The headteacher will interview all parties plus witnesses. All information is recorded in a chronology and, if deemed to be a bullying incident, added to the school's Bullying Log. In conjunction with Styal's Positive Behaviour Policy, the sanction for bullying is a red card. Reflection time with the headteacher allows the bully to discuss feelings, thoughts and consider ways to change their behaviour. A Reflection Sheet is completed by the child and discussed with the headteacher.

Parents are informed.

Teaching Anti-bullying Strategies

The objective behind a whole school anti-bully approach create a shared understanding of bullying. To increase children's awareness about the major role the group plays in bullying and the role it plays in stopping it. The goal is to enhance empathy towards bullied peers and to offer safe measures for supporting and helping them.

As part of our PSHE curriculum, we teach anti-bullying to children throughout the school. Additionally, we are involved in initiatives such as international Stand Up to Bullying Day in February and Antibullying Week in November each year. We take part in Odd Socks Day to recognise and celebrate our differences.

Bullying Directed Towards Race, Gender, Sexual Orientation or Disability

We will not tolerate bullying against anyone because of their race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Racial Bullying/Harassment

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, a full investigation will be carried out and incidents will be recorded.

Sexual/ Sexual Orientation Bullying

Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape. Peer on peer abuse of this

nature relates to any behaviour outside of the normative parameters of a young person's development. A sexual assault will lead to the exclusion of the perpetrator from their school and referral to the police/appropriate external agencies. Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Bullying and SEN and Disability

Children with SEN and disability are more likely to experience bullying at school. At Styal, we have a whole-school approach to anti-bullying with clear policies. We celebrate all differences. The inclusive ethos of Styal mean that awareness of disability and SEN is high among the pupils which helps them understand why someone may be different, communicate in different ways or behave differently. Assemblies, circle times and PHSE lessons are regularly given on different types of SEN and disability such as Autism and Dyslexia.

Unstructured time can be difficult for children with SEN or disability. Our breaks and lunchtimes are supervised by our support staff who provide bespoke support at these times.

This could be observing our children from a distance or enabling group play for example. Befriending schemes are used to enable our SEN children to interact and make them less vulnerable to bullying. Some children with SEN may need a quiet space at break times to reset and these can be provided on an individual basis.

Children with certain types of SEN, such as Autism or language disorders, may find it difficult to recognise incidents of bullying or to report it. Our staff are aware and knowledgeable in SEN. They use observation to ascertain whether the individual with SEN is happy. They are aware of the individual's specific communication needs, such as needed extra processing time, visuals, simple sentences and their sensory need

Headteacher

Signed: Louise Boardman

Name:

Chair of Governors

Signed:

Name: