



## Squirrel Hayes First School

Policy Reviewed on	October 2016	October 2017	Oct 2018	Oct 2019	Oct 2020	Oct 2023	October 2024
Policy Owner Signature	Mrs Harris	Mrs Harris	Mrs Harris	Mrs Harris	Mrs Harris	H. Johnson Allen	H. Johnson Allen
Policy adopted by the Governing Body on	14.11.2016	30.11.2017	06.12.2018	Oct 2019	Oct 2020		
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Version	08	09	10	11	12	15	16

# Anti-Bullying Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

## SQUIRREL HAYES FIRST SCHOOL Anti-Bullying Policy

This policy reflects the school's commitment to equal opportunities.

### Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We recognise that bullying is rarely an individual activity and is usually made up of roles within a group. As such, all investigations seek to explore the wider roles and dynamics of bullying incidents. However, child on child abuse is never acceptable and any ongoing bullying behaviour will not be tolerated.

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

This Anti-Bullying Policy should be read and used in conjunction with the Behaviour, Cyber Bullying, E-Safety, Peer on Peer abuse, SEN, Safeguarding and RPI Policies.

### What is Bullying?

The school defined bullying as follows:

*Bullying is unacceptable behaviour. It is the intentional, repetitive or persistent emotional or physical hurting of one person by another, where the relationship involves an imbalance of power.*

Learner's definition:

***BULLYING means people doing nasty or unkind things to you on purpose more than just once, which it is difficult to stop.***

Bullying can be:

- **Emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** - pushing, kicking, hitting, punching or any use of violence.
- **Racist** - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments.

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- **Homophobic** - because of or focussing on the issue of sexuality.
- **Verbal** - name-calling, sarcasm, spreading rumours teasing.
- **Cyber** - All areas of internet, such as e-mail & internet chat, mobile threats by text messaging and calls. Misuse of camera and video facilities.

### **Aim**

The aim of the school is development of a mutually caring relationship between all members of the school community to create a secure and safe environment in which staff and pupils can be happy and flourish. No one deserves to be a victim of bullying behaviours. Everybody has the right to be treated with respect. Pupils who are displaying bullying behaviours need to learn different ways of behaving. **We do not label any learners 'bullies' but label the unacceptable behaviours they are demonstrating.** The school has a responsibility to respond promptly and effectively to such issues.

### **Objectives of this policy**

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school, we take bullying behaviours seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying behaviour will not be tolerated.

**The school recognises that all adults within the school community should conduct themselves in such a manner as to set an example which will encourage each pupil to:**

- Maintain a standard of behaviour which brings credit on the individual and the school.
- Co-operate with, and show respect for, other members of the schools community.

### **Anti-Bullying Measures**

- The school values the home-school partnership to avoid or deal effectively with incidents of bullying.
- There is a clear procedure to follow should bullying occur and everyone knows what it is.
- There is a support system for victims.
- There is a sanction and support system for pupils or groups of pupils who use bullying behaviours.
- Non-aggressive and positive behaviour is recognised through reward systems.
- The school's physical environment and general organisation is designed to minimise bullying behaviour.
- Anti-Bullying Staff meetings and linked CPD

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- The curriculum includes:
  - ✓ Assemblies, drama productions, focus days and certain teaching programmes provide means for raising awareness on the subject of bullying.
  - ✓ Relationships in Education is carefully planned with explicit teaching and opportunities to tackle contextual and topical issues.
  - ✓ Anti-bullying week

### **Responsibilities**

It is the responsibility of the Inclusion Lead (Mrs Pickford) to regularly review the policy and procedures and communicate any changes to all members of the school's community.

### **Practice**

- 1) Pupils are made aware of what the school constitutes as bullying behaviours.
- 2) Pupils are encouraged to be proud of themselves and their own abilities, qualities and achievements.
- 3) Pupils are encouraged to be accepting and respectful of others and their differences and qualities.
- 4) Members of the school council and lead staff work with Mrs Pickford to develop Anti-Bullying measures
- 5) Pupils who feel they are being bullied are advised to:
  - Be firm and clear - look the child, displaying bullying behaviour, in the eye and tell them to stop.
  - Get away from the situation as quickly as possible.
  - Tell an adult what has happened straight away.
  - Be confident to report anyone displaying bullying behaviour rather than trying to befriend them with money, food or presents.

### **Procedures for dealing with bullying - (restorative justice approach)**

- Any allegations of or suspected bullying behaviour are investigated by the inclusion lead or a member of SLT and another member of staff for features of bullying. If features of bullying are present, an investigation into wider bullying roles is carried out.
- Parents of the victim and the learners with bullying behaviour will be kept fully informed of any investigation if features of bullying are present. This will be through a face-to-face meeting or a telephone conversation.
- Both victims of bullying and learners with bullying behaviour are supported to through pastoral support.
- Victims of bullying are supported to take positive action and report bullying.
- Learners who display bullying behaviour are supported to take responsibility for their actions and to make positive changes through a restorative justice approach.
- Where sanctions are deemed appropriate, they will be proportionate.

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- All allegations of bullying or suspected incidents of bullying are logged and a chronology is completed to identify ongoing patterns.
- If bullying persists, an IBSP and risk assessment will be implemented.
- (In severe circumstances, a possible short-term exclusion may be considered in order to give all parties involved the necessary time to put appropriate support mechanisms into place and seek the advice of external agencies)

📄 [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

Procedures remain the same when dealing with cyber bullying. See Appendix 1 for further information.

### Guidelines

#### **Helping pupils who have been bullied:**

##### Signs & Symptoms

- Is frightened to come to school
- Is frightened to walk to or from school
- Changes their usual routine
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- A lack of progress or changes in attention to school work
- Comes home with clothes torn or property damaged
- Asks for money or starts stealing
- Has dinner or other monies lost continually
- Has unexplained cuts or bruises
- Comes home starving
- Becomes aggressive or disruptive
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for the above
- Is afraid to use the internet or mobile phone

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- Is nervous or jumpy when messages are received.

*These signs and behaviours could indicate other problems and should be investigated.*

#### **Treating victims and all incidents seriously:**

- In all cases it is important to initially to show pupils who have been bullied that you believe their perception of incidents reported and to assure them that they have done the right thing in coming to you.
- Actively listen by stopping what you are doing, looking at them, nodding and making supportive sounds.
- Do not make comments or ask questions that give the impression that you think they were responsible or to blame. Do not make them think their complaint is trivial.
- Praise them for the courage in seeking help. Displaying empathy, reassurance and tact.
- Reassure victims that bullying by all learners involved will be fully investigated.

#### **Helping learners displaying bullying behaviour:**

- It is important to identify pupils with aggressive behaviour patterns.
- **Nobody is born a bully.** However, some children learn from a young age that aggressive behaviour helps them get their own way and for some creating fear in their victims is a rewarding and pleasurable experience. Pupils who behave in this way may have learnt the behaviour from older people around them or may have witnessed deliberate acts of aggression.
- Learners who demonstrate bullying behaviours, often have low self-esteem, poor self-image and are/have experienced bullying behaviours themselves (this could be through child abuse, neglect, older siblings, outside members of the community). It is important to identify the root cause of their behaviour and ensure this is recognised, prevented and addressed
- It is important to distinguish between bossiness and bullying behaviour. Most young people grow out of bossiness as they learn social skills and self-control.
- Research has shown that people who bully are low on self-esteem. If we use aggression towards bullies it is likely to reinforce their view that when they are bigger and more powerful they will be able to use bullying tactics themselves.
- It is more effective to diffuse the situation and get the aggressor to feel concern for the recipient.
- The most useful work for bullies is to unlearn how to bully. They need to be taught appropriate social behaviour and to understand feelings, strengths and behaviour of other people.
- Learners that are indirectly involved in bullying will taught about the consequence of their actions and how to reduce bullying.
- Difficult emotional and psychological problems may require the involvement of outside agencies.

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**DOCUMENT CHANGE LOG**

Version No.	Date of review	Reviewer	Changes Made
01	Nov 2009	Miss Aldington	Inclusion of Anti-bullying pledge information
02	Nov 2010	Miss Smith	Changes to procedures for responding to bullying incidents (inclusion of behavioural programme & mentoring)
03	Dec 2011	Mrs Follett	Grammatical / presentation changes
04	Jan 2013	Mrs Nevins Stanford	Inclusion of pupil definition Changes to definition of children (labelling behaviours rather than child) Additional support for learners demonstrating bullying behaviours Inclusion of Appendix information Addition of Cyber Bullying information in Appendix 1
05	October 2013	Mrs Harris	Reworded 'Practice' section so that all advice to stop bullying is worded with a positive action. Outlined mentors for learners whom display bullying behaviour as: adults named on the IBP.
06	October 2014	Mrs Harris	Took out references to assistant SENCo
07	October 2015	Mrs Harris	Reviewed
08	October 2016	Mrs Harris	Added details of school council involvement.
09	October 2017	Mrs Harris	Added details of informal complaints, Grammar corrections. Removal of choice behaviour.
10	October 2018	Mrs Harris	Updated procedures for dealing with bullying. Included information about wider bullying roles.
11	October 2019	Mrs Harris	Details of Restorative Justice A statement regarding peer on peer abuse Links to other policies Weblinks to documents that underpin the anti-bullying strategy
12	October 2020	Mrs Harris	Reviewed
13	October 2021	Mrs Harris	Updated details of Relationships in Education and Restorative Justice.

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<b>Version No.</b>	<b>Date of review</b>	<b>Reviewer</b>	<b>Changes Made</b>
14	October 22	Mrs Harris	Changed terminology: peer on peer abuse to child on child abuse
15	October 23	Mrs Johnson Allen	Quote added about the affect of bullying on mental health and the long term affects from 'Preventing and Tackling Bullying' 2017.
16	October 24	Mrs Johnson Allen	Name changes

**POLICY STATEMENT (if required)**

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**Signed:**

**Date:**

**Head Teacher**

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## Appendix 1: Understanding cyber bullying

- Cyber bullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target.
- Research into the extent of cyber bullying indicates that it is a feature of many young people's lives. It also affects members of school staff and other adults; there are examples of staff being ridiculed, threatened and otherwise abused online by pupils.
- Cyber bullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying. The Education and Inspections Act 2006 (EIA 2006) includes legal powers that relate more directly to cyber bullying; it outlines the power of head teachers to regulate the conduct of pupils when they are off-site and provides a defence in relation to the confiscation of mobile phones and other items.
- Although cyber bullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken.
- Cyber bullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification / defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images (including what are sometimes misleadingly referred to as 'happy slapping' images); and manipulation.
- Some cyber bullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyber bullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.
- In cyber bullying, bystanders can easily become perpetrators - by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted. It is recommended that anti-bullying policies refer to those 'bystanders' - better termed 'accessories' in this context - who actively support cyber bullying and set out sanctions for this behaviour. It is important that pupils are aware that their actions have severe and distressing consequences and that participating in such activity will not be tolerated.

## Preventing cyber bullying

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment.

- It is important to decide on the roles and responsibilities for cyber bullying prevention work. This will typically involve a named lead from the senior management team (usually the person with overall responsibility for anti-bullying work), as well as IT staff, pastoral care staff, and school council members.
- Essential elements of prevention are awareness-raising and promoting understanding about cyber bullying. Awareness can be raised and understanding promoted through discussion and activity around what cyber bullying is and how it differs from other forms of bullying. The activities could include staff development activities; home-school events such as special assemblies with parents; and addressing cyber bullying within curriculum delivery and the Social and Emotional Aspects of Learning (SEAL) programme.
- It is important to review and update existing anti-bullying, behaviour and pastoral care policies to include cyber bullying. Ensure that learners, parents and staff are all aware of the procedures and sanctions for dealing with cyber bullying; including bullying that takes place out of school.
- It is advised that schools establish, or review existing, Acceptable Use Policies (AUPs), referencing responsible use of school IT networks and equipment, Virtual Learning Environments (VLEs) and mobile phones. It is also recommended that schools review how the school network is monitored and check whether existing procedures are adequate.
- It is recommended that schools record and monitor incidents of cyber bullying in the same way as all other forms of bullying. Schools can use this information to develop their policies and practices.
- Publicising reporting routes is an important element of prevention, raising awareness of the issue but also ensuring that any incidents can be stopped before they become too serious or upsetting. Make sure that learners, parents and staff are all aware of the different ways available to report cyber bullying incidents. In addition, schools can signpost information about external reporting routes, providing information about contacting service providers directly.
- Education and discussion around the responsible use of technologies and e-safety are key to preventing cyber bullying and helping children and young people deal confidently with any problems that might arise, whether in or out of school. Technology can have a positive role in learning and teaching practice, and there is a need for staff to be confident about ICT in order to model the responsible and positive use of technologies and to respond to incidents of cyber bullying appropriately.
- Stay up to date - prevention and responding strategies require continuous review and refinement as new technologies and services become popular. This guidance, similarly, will be updated periodically as technologies develop.
- It is useful to publicise progress and cyber bullying prevention activities to the whole-school community. Keep cyber bullying a live issue and celebrate your successes.

## **Responding to cyber bullying**

- Cyber bullying is a form of bullying, and as such schools should already be equipped to deal with the majority of cyber bullying cases through their existing anti-bullying and behaviour policies and

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procedures. However, schools should recognise the ways in which cyber bullying differs from other forms of bullying and reflect that in how they respond to it. In addition to considerations about the invasiveness of cyber bullying, the size of the audience, and other such factors, cyber bullying yields evidence in a way that other forms of bullying do not.

- The person being bullied will usually have examples of texts or emails received, and should be encouraged to keep these to aid in any investigation. There are also additional reporting routes available, through mobile phone companies, internet service providers and social networking sites. Detailed information on retaining evidence, containing incidents, and contacting the relevant organisations is provided in this guidance.
- Some forms of cyber bullying involve the distribution of content or links to content, which can exacerbate, extend and prolong the bullying. There are advantages in trying to contain the spread of these, and options here include contacting the service provider, confiscating phones, and contacting the police (in relation to illegal content).
- Advise those experiencing cyber bullying on steps they can take to avoid recurrence - for example, advise those targeted not to retaliate or reply; provide advice on 'blocking' or removing people from 'buddy lists'; and ask them to think carefully about what private information they may have in the public domain.
- Take steps to identify the person responsible for the bullying. Steps can include looking at the school system and computer logs; identifying and interviewing possible witnesses; and, with police involvement, obtaining user information from the service provider.
- Once the person responsible for the cyber bullying has been identified, it is important that, as in other cases of bullying, sanctions are applied. Steps should be taken to change the attitude and behaviour of the bully, as well as ensuring access to any help that they may need. Schools will have existing sanctions in place for bullying behaviour, and these should apply equally to cyber bullying. In addition, it is important to refer to any Acceptable Use Policies (AUPs) for internet and mobile use, and apply sanctions where applicable and practical. Technology-specific sanctions for pupils engaged in cyber bullying behaviour could include limiting internet access for a period of time or removing the right to use a mobile phone on the school site, for example.

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