

# Elmhurst Primary School

## Anti-Bullying Policy 2023-24

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017. It also considers the DfE statutory guidance “[Keeping Children Safe in Education](#)” 2021. The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”. The policy has been developed through consultation with the school council and with parents and carers.

Staff can use this policy to ensure bullying is dealt with consistently across the school. Reading the policy will also demonstrate to parents/ carers and pupils how the school deals with bullying, showing zero-tolerance. This policy should be read alongside our behaviour policy and safeguarding policy.

### 1) Aims

Bullying is anti-social behaviour and affects everyone; it is unacceptable. Elmhurst has a zero-tolerance approach to bullying. The aims of the anti-bullying policy are to:

- Ensure that children learn in a supportive, caring and safe environment without fear of being bullied
- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school’s expectations and to foster a productive partnership, which helps maintain a bully-free environment.
- Identify and deal with incidents of bullying consistently and effectively

### 2) Our school context - strengths and challenges

Elmhurst is a multicultural school serving a diverse community in East London. We are fortunate to have pupils from a variety of backgrounds, bringing a rich tapestry of community life and culture. Despite our multiculturalism, pupils are primarily from India, Bangladesh and Pakistan. Some pupils therefore are a minority in our setting, for example white pupils, black pupils and mixed-race pupils. It is important that all pupils feel included in our community and are proud of their identities and backgrounds. Linked to this is the fact that many of our pupils have English as an additional language. Despite the majority of the school population being EAL in some way, those who have newly arrived to the UK with no English can find themselves isolated. The school thinks carefully about settling these pupils into school, both through intensive support to learn English but also in finding the right buddies. We are also aware that religion can play a factor in bullying. We are fortunate to have a wide mix of religions in our school and local community, which enriches the lives and understanding of all. As a faith sensitive school, we work hard on ensuring all pupils are treated with respect. Work on the PSHCE curriculum, RE and understanding British values support with developing understanding of tolerance and respect are key priorities.

As a school with a large number of SEN students, we are very aware of the fact that disabled young people and those with SEN are significantly more likely to experience bullying - including online bullying - than their peers. Staff at Elmhurst work hard to ensure that SEN children are included, for example, the 'buddy' system, whereby one student, is partnered up with another student. This ensures that SEN children always have supportive friends to play with on the

playground. Staff training around inclusion ensures all children feel part of the school community and are represented within the curriculum. Pupils with medical needs can also be vulnerable to bullying, especially if there are physical manifestations of their condition, such as skin conditions, seizures or changes in physical appearance.

## 2) What is bullying?

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2021). Bullying can include name-calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups, and spreading hurtful and untruthful rumours. Bullying can be by a child towards another child, an adult towards another adult or in some circumstances can be by an adult towards a child.

**Our school council defines bullying as** 'when a person or people **persistently and purposely** ignore your boundaries (what you like and don't like) and hurt you with words or physically. They might call you names, talk about you to others, spread rumours and encourage others not to like or play with you. Bullying can also be hurting you physically, taking your things, using personal information against you, threatening you constantly, using the internet to hurt you or black mailing you into doing what they want you to do'.

## 3) What can bullying look like?

Bullying can happen to anyone. It can include:

- Bullying related to how people look.
- Bullying related to someone's mental health.
- Physical bullying
- Emotional bullying
- Peer on peer sexual bullying
- Bullying of young carers or children in care.
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
  - Bullying related to race, religion, faith and belief and for those without faith
  - Bullying related to ethnicity, nationality or culture
  - Bullying related to Special Educational Needs or Disability (SEND)
  - Bullying related to sexual orientation (homophobic/biphobic bullying)
  - Gender based bullying, including transphobic bullying

Signs to look out for:

A child may show by signs or behaviour that they are being bullied. All staff and parent/carers should be aware of these possible signs and should investigate further if a child:

- Is frightened of walking to or from school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting or regularly feels ill in the morning
- Has possessions that go “missing”
- Has unexplained cuts or bruises
- Begins to do poorly in school work
- Is frightened to say what's wrong

- Gives improbable excuses for any of the above
- Food - comfort eating or not eating/ gaining or losing weight
- Has unexplained pains or illnesses.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### 3) The steps we take to resolve bullying

Incidents of bullying occur in all schools. All such incidents must be taken seriously and dealt with appropriately. If bullying is suspected or reported, the incident will be dealt with immediately by any member of the school community who has been approached or witnessed the concern but the **responsibility for following through consistently with this policy lies with the class teacher and their respective line manager in SLT.**

- Class teacher will listen to any concerns around bullying from a child, parent/carer or adult in school
- If a pattern of bullying has been established, a member of the leadership team will interview all parties involved
- The DSL (Jane Nash) will be informed of all bullying issues where there are safeguarding concerns.
- The school will ensure parents/carers are kept informed about the concern and action taken.
- Sanctions, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned including:
  - In key stages 1 and 2, a traffic light system must be used, the green light acting as a warning and orange and red leading to missed playtimes.
  - Staff will inform parents of incidents with a letter home where the member of staff deems it necessary such as swearing or hitting.
  - The Headteacher will be involved in serious issues of bullying or when a bullying concern has not been resolved in the first instance.
  - In more extreme circumstances pupils may face temporary exclusion from certain areas of school premises e.g. playground, areas of lunch hall .
  - In extremely rare circumstances, the school may consider a fixed-term exclusion or permanent exclusion in serious instances such as attacking a staff member or bringing in an offensive weapon. This will always be at the discretion of the Headteacher.
- If the bullying has happened outside of school and a member of school staff is informed, it should be investigated and acted on.
- If the misbehaviour could be criminal or postures a danger to a member of the public, the police should always be informed
- Records of bullying should be reported to Governors in the termly Head teacher's report.

**A clear and precise account of the incident will be logged on the Safeguard software, including the resolution and any sanctions implemented using the school's behaviour policy.**

### 4) The steps we take to resolve cyberbullying.

Cyberbullying is bullying with the use of digital technologies. It can take place on social media, messaging platforms, gaming platforms and mobile phones. It is important to recognise this as cyberbullying has become increasingly common as the digital sphere has expanded and technology has advanced.

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.

- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.

## **5) Supporting those who have been bullied or bullied others**

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing continuous pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, SLT member or the DSL.
- Participating in a restorative conversation with the perpetrator, to help the bully to understand the consequences of their actions.
- Working towards restoring self-esteem and confidence
- Providing ongoing support which may include: working and speaking with staff, social skills group, circle of friends activities, offering formal counselling with the School Counsellor, engaging with parents and carers.

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Participating in a restorative conversation with the perpetrator, to help the bully to understand the consequences of their actions.
- Providing appropriate education and support regarding their behaviour or actions
- Sanctioning, in line with school behaviour policy.
- Providing ongoing support which may include: working and speaking with staff, offering formal counselling from the School Counsellor, engaging with parents and carers.

## **6) Steps we take to prevent bullying**

- We create and support an inclusive environment that promotes a culture of mutual respect and consideration for others. We do this by ensuring our 5Cs (school values) are embedded deeply into our culture: Care, Creativity, Confidence, Character & Challenge.
- Tailor our PSHE curriculum to ensure it champions diversity and takes a strong stance on anti-bullying, for example our curriculum openly discuss differences between people that could motivate bullying in the Jigsaw PSHE lessons, such as: children with different family situations (Year 2), racism (Year 5) and disability (Year 6).
- Celebrate success and achievements to promote and build a positive school ethos through weekly certificate assemblies in which good Character and Care (two of our values that are essential for anti-bullying) are championed.
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional support as required. Teachers regularly meet with the Specialist SEN teacher to ensure SEN students are supported and included in their base classes.
- Insist that all staff challenge behaviour and language which does not uphold the school values and wider British values of tolerance, non-discrimination and respect towards others.

- Train all staff, including teaching staff and support staff (e.g. Midday Assistants) to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents using the Safeguard software monitored by the leadership team.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, through our weekly assemblies on Vision and Values and through the use of Peer Mentors to facilitate good relationships between students.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as Anti-Bullying Week, Odd Socks Day and a thorough and well-sequenced Online Safety Curriculum that establishes steps to take to keep yourself safe online.

## 7) Parent and pupil voice

For pupils, we will:

- Regularly canvas children's views on the extent and nature of bullying using Anti-Bullying Surveys.
- Ensure that all pupils are aware of the range of sanctions that may be applied against those engaging in bullying.
- Involve pupils in Anti-Bullying Week and embed messages in the wider school curriculum for example in the Celebrating Differences unit of PSHE that is taught to all year groups.
- Utilise pupil voice in providing pupil-led education and support.

For parents, we will:

- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour, for example through Online Safety Sessions for parents delivered by the ICT Co-ordinator.
- Ensure all parents/carers know who to contact if they are worried about bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Parents should never deal with issues of concern around bullying by approaching children of families themselves. These matters can be sensitive and should be handled by the school so that they can be properly investigated.

## 8) The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body 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 School Safeguarding Link Governor, Mrs Afia Choudry, will liaise with the Senior Leadership team to review and monitor behaviour at Elmhurst. The governing body will monitor incidents of bullying and cyber-bullying that occur and will review this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to investigate the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.