



EMERSON VALLEY SCHOOL

ANTI-BULLYING POLICY

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1 POLICY AIMS

This policy outlines the measures that Emerson Valley School will take to prevent and tackle all forms of bullying.

The main aims are:

- To outline what Emerson Valley School does to prevent and tackle all forms of bullying including the procedures that are in place to deal with any incidents
- Emerson Valley School is committed to developing an anti-bullying culture as part of our school ethos where the bullying of adults, children or young people is not tolerated in any form
- All stakeholders are clear about their responsibilities in the school with regards to eradicating and dealing with incidents of bullying in school.

2 DEFINITION OF BULLYING

At Emerson Valley School, we define bullying as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

(The Anti-Bullying Alliance 2023)

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

- **Emotional:** being unfriendly, excluding from a group or tormenting.
- **Physical** - pushing, hitting, kicking, damage to/taking someone's belongings or any kind of violence
- **Prejudice-based and discriminatory, including:** Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic, Disability-based - taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
- **Sexual** - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching.
- **Direct/ Indirect Verbal** - name-calling, sarcasm, spreading rumours, teasing.
- **Cyberbullying** - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites which includes - nasty texts/comments or sharing photos.

At our school, bullying is recognised as being a form of peer-on-peer abuse. It can cause severe and harmful effects to children's emotional development. We take bullying extremely seriously and follow our Child Protection Policy alongside the Anti-bullying Policy to deal with peer-on-peer abuse. Examples of where we may deal with bullying issues under our Child Protection Policy would be: if a child is refusing to attend school, if a child has been physically or sexually assaulted or has assaulted another child, if a child has been subject to threats of harm, if a child's mental or physical health has been impacted.

We recognise that conflict may occur between children as they develop an understanding of their emotions and our school values, rights and responsibilities. Where a stand-alone incident/ conflict occurs **once** between an individual and another (such as a friendship fallout, being unkind etc), this would be dealt with in accordance with our behaviour policy and we will attempt to restore justice between the individuals involved. Where there is more than one incident (that is targeted, intentional and aimed at creating an imbalance of power and hurting an individual) this is treated as bullying.

3 SCHOOL ETHOS

Emerson Valley School recognises that all forms of bullying can have a devastating, detrimental effect on an individual; it can create a barrier to their learning and can cause serious implications to the individual's mental health and wellbeing.

By working together to effectively prevent and tackle bullying, we can create a safe environment for our children where they can aspire to achieve their full potential.

In our school community, we:

- Monitor & review our Anti-bullying policy regularly.
- Support and encourage staff to build positive relationships with the children in our care where they feel able to speak to a trusted adult.
- Recognise that some members of our school community may be more vulnerable to bullying (and its impact) than others; this can include children with SEND. Being aware of this allows us to develop and implement effective strategies to prevent bullying from occurring and provide support if required.
- Will intervene and tackle bullying-like behaviour in line with our behaviour policy and do so in a timely manner.
- Will ensure that all pupils are aware that bullying concerns will be taken extremely seriously and dealt with sensitively and effectively with the victim's wellbeing at the centre of our decisions.
- Will ensure that all pupils feel safe to learn and understand and abide by our Anti-bullying policy.
- All stakeholders at our school understand and abide by the Anti-bullying policy.
- Recognise the impact that bullying can have on, not only the child affected, but the child's wider family. We will therefore work alongside that family regarding any bullying concerns and keep them informed at all stages of investigations.
- Utilise support from other agencies if necessary and appropriate.

- Will deal with any grievances regarding the school's response to bullying in line with our complaints policy.

4 ROLES & RESPONSIBILITIES

It is the responsibility of:

4.1 The Head of School

- to implement this policy and to ensure that all staff (both teaching and non-teaching) abide by it.
- to ensure that **all staff** receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- To ensure that disciplinary measures are applied fairly, consistently and reasonably and that they have appointed a member of the senior or middle leadership team to take responsibility in dealing with a particular incident.
- To ensure that all staff keep accurate reports of all incidents of bullying, using CPOMS (our online recording system).

4.2 The Governing Board

- To monitor and review the policy.
- The Safeguarding Governor has anti-bullying responsibility and monitors incidents of bullying that occur at regular intervals during the school academic year. This information is reported to Governors through the Safeguarding report that is presented at all Full Governing Board meetings.

4.3 The Parents and Carers

- To contact the pastoral team or the child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying. If they are not satisfied with the outcome of this, they should contact the Year leader.
- To be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet. Please refer to the school's Online Safety Policy which can be found on the school website.
- To read the information sent out to them from the school regarding how to keep their children safe online.
- To support the school's anti-bullying policy and work in partnership with the school to actively encourage their child to be a positive member of the school.

5 PREVENTING BULLYING

5.1 Whole School Community

The school will:

- Create and maintain an inclusive environment which promotes a culture of mutual respect and care for others and this is to be upheld by all pupils and staff.

- Recognise that bullying can be perpetrated or experienced by any member of our school community (including both children and adults).
- Recognise the potential for children with SEND to be impacted by bullying and implement additional pastoral support where necessary.
- Openly speak about and celebrate differences between people that could potentially motivate bullying, such as: Racial, Faith-based, Gendered (sexist), Homophobic/biphobic, Transphobic or Disability-based. This is done through our PSHE curriculum.
- Once per year, the school holds an 'Anti-Bullying Week'. This aims to help children understand what bullying is, how those that are bullying others may present themselves and how bullying behaviour makes the victim feel. Activities are planned across the school to enable children to develop a deeper understanding of these concepts and to equip them with the strategies needed to deal with bullying should it occur.
- PSHE lessons are taught weekly and each year group are taught a unit on Celebrating Difference. This equips the children with the skills they need to develop positive relationships with each other, tolerance and resilience in order to try to eradicate bullying at Emerson Valley. Using 'The Jigsaw Approach', we encourage children to develop self-confidence and self-esteem and make informed choices regarding social and personal issues. It also helps them to develop good relationships with other members of the school and the wider community.
- Check children's wellbeing twice daily using our Wellbeing Check-in at register.
- Challenge language which does not promote our school values of community, pride and aspire including the use of 'banter'.
- Teach the children a different value each month which links to our school ethos.
- Be taught how to use phones and other forms of technology safely, positively and responsibly through online safety lessons woven in through the curriculum. As a school, we also celebrate Online Safety Day.
- Work together as a whole school community to prevent and tackle bullying concerns.
- Ensure all children know where the 'safe spaces' are in school should they wish to speak to an adult and that they know each learning mentor has a post-box should they wish to communicate their worries in this way.
- Promote a positive ethos across the school where children are encouraged to aspire to be the best they can be, take pride in their behaviour and treat each member of our school community in a respectful manner.

5.2 Support and Policy

- Our Learning Mentors support children with social and emotional difficulties. This may include children being bullied (victims), or those that are bullying others (perpetrators).
- 1:1 or small group activities (lead by the Learning Mentors) may be organised as part of a pastoral support programme to support the needs of children involved with bullying. These sessions are aimed at helping children to improve their attitude and behaviour towards others and supporting children in forming positive relationships with their peers.

- Our practice will be regularly evaluated and updated, where necessary, to incorporate the developments of technology and provide up-to-date guidance and advice to all members of our school community regarding positive online behaviour.
- Take appropriate action, in line with the school policies, for any bullying concerns brought to the school's attention which involves of effects any pupil in our care.
- Implement appropriate disciplinary sanctions, in line with our behaviour policy. The seriousness of the consequence will be at the Head of School's discretion based upon the seriousness of the incident(s).
- Use a variety of strategies to resolve the conflict between the two parties and ensure that both the victim and perpetrator receive the support they need.

5.3 Education and Training

- Train all staff (including Teachers and support staff) to be able to identify and recognise all forms of bullying as outlined above and take appropriate action, as outlined in this policy and our behaviour policy.
- Consider a range of opportunities for addressing bullying throughout the year (aside from Anti-bullying Week and PSHE lessons). This can be done through assemblies, display boards and our school council etc.
- Ensure Anti-bullying has a high profile throughout the year and not just during Anti-bullying Week. Anti-bullying Week should be used as an opportunity to reinforce our approach to bullying in our school.
- Work closely with other local educational settings as appropriate (in particular, during transition from primary to secondary education).
- Teach children ways to develop their resilience and self-esteem which will develop their social and emotional skills.
- Teach the children the difference between bullying and general unkindness using a child-friendly guide. Children are taught that incidents of another child being unkind or mean (once) will be dealt with in line with our behaviour policy. Incidents that are both repetitive and intentional, involving an imbalance of power, will be dealt with in line with this Anti-bullying policy.

Rude	When someone says something unkind to you
Mean	When someone says or does something intentionally hurtful once.
Bullying	When someone says or does something intentionally hurtful and it is repetitive, even when you tell them to stop or show them you're upset.

6 RESPONDING TO BULLYING INCIDENTS

All members of staff take all forms of bullying seriously and seek to prevent it from taking place. However, where incidents do take place, staff deal with these incidents as outlined below.

The following steps are taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who witnessed or who has been notified of the concern. If this happens

at lunchtime and it is reported to a midday supervisor, the midday supervisor will speak to one of our learning mentors.

- The school will provide appropriate support for the person being bullied and ensure they are not in any risk of immediate harm. The victim will be involved in any decision making, where appropriate, so that they feel safe and comfortable.
- The Head of School and DSL (Designated Safeguarding Lead) will be informed and they will appoint a member of staff to lead the investigation and speak to all parties involved. This member of staff can be another member of SLT, MLT (year leaders) or a member of the pastoral team.
- The member of staff appointed to lead the investigation will keep the Head of School informed at all stages.
- The member of staff assigned to lead, will speak to all parties involved and record information received on CPOMs.
- The school will speak with and inform other members of staff where appropriate e.g. the support staff that work with the child, the PE/Music department etc.
- The school will speak to the parents/carers of both the victim and perpetrator.
- The victim's parents/carers will be kept informed about any actions taken to support the child.
- Sanctions, as identified within the behaviour policy, will be implemented. These sanctions will be agreed by a member of SLT. Sanctions will be given based on the seriousness of the incident and this is at the discretion of the Head of School.
- A support plan will be decided upon and implemented for both the perpetrator and victim.

6.1 A Step-by-Step guide on how we deal with suspected bullying

Firstly, we LISTEN to the child. We give the child an immediate, sensitive and supportive response to the disclosure. We take their complaint seriously and allow them a full expression of feelings. We record what is said (after meeting with the child) with as much detail as possible on CPOMs and notify the Head of School and the DSL. Our Head of School will appoint a member of SLT,MLT (year leader) or the pastoral team to lead the investigation into the bullying claims.

The appointed member of staff will:

1. Meet with the victim to clarify what has been happening.
2. Obtain permission from the victim to approach the perpetrators/bystanders to get their side of the story. We are aware that this might be an extremely frightening thought for a child who is experiencing bullying which is why we have them involved in the decision-making process. However, the perpetrators/bystanders need to understand what they are doing wrong in order for it to stop, so the child is encouraged to be brave and to let us talk to the perpetrator. If the child does not consent to this, we respect their wishes.

3. Monitor the situation for a fixed period – e.g. a week. This may include close monitoring of the children involved in lessons and during playtimes and lunchtimes. Other staff will be notified and may be involved in monitoring.
4. Parents and carers of the victim are also made aware at this point that the school is investigating and monitoring a situation. A support plan is put in place for the victim (this is created with the child so they are involved in the decision-making process).
5. If there is confirmed evidence of bullying, the lead investigator will inform the perpetrator's parents and carers, a sanction will be put in place in line with our behaviour policy and a meeting will take place with the lead investigator and the parents/carers of the perpetrator. A review period will be put into place for a fixed period of time e.g. 3 weeks.
6. A record of the type of bullying, those involved and what actions/support are in place to ensure the bullying behaviour is addressed is kept on CPOMs.
7. If no improvement is seen after the review period, more severe sanctions will be applied as appropriate in line with our behaviour policy. This will be at the discretion of the headteacher.
8. Pastoral support will be put in place for the victim and the perpetrator.

6.2 Incidents that take place out of school

Where bullying incidents take place outside of school and off of the school grounds or out of school hours, the school will investigate the incident on the next school day depending on the circumstances (this could include the journey to and from school, the local community before and after school, in extracurricular activities linked to the school such as breakfast and after school clubs, sports, and school trips and online). This will be at the discretion of the Head of School. Appropriate action will be taken (which may include speaking to the parents/carers of the victim/perpetrator) and support will be provided for both. If required, the DSL/ member of SLT/member of the pastoral team will collaborate with other schools if necessary. The school has the authority to implement sanctions for incidents that take place outside of school, if it involves students from our school and it has contributed to a child being bullied.

6.3 Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act immediately, as soon as the incident has been reported or identified.
- The Head of School and DSL (Designated Safeguarding Lead) will be informed and they will appoint a member of staff to lead the investigation and speak to all parties involved. This member of staff can be another member of SLT, MLT (year leader) or a member of the pastoral team.
- Provide support for the victim of the cyberbullying and work with the perpetrator to ensure it does not happen again.
- The parents/carers of both the victim and the perpetrator will be informed.

- Encourage the person being bullied, and the parent/career of the child, to keep evidence (in the form of screenshots) which can be shared with the school. This will assist our investigation.
- Take all available steps to identify the perpetrator. This may include: working with our IT team to look at our internal school systems, identifying and speaking to potential witnesses, contacting the service provider or the police (if necessary).
- Work with the perpetrator, the parents/carers of the perpetrator and the online service provider to prevent the incident from spreading and assist in removing any offensive, unkind or upsetting material from circulation. This may involve: confiscating or searching the perpetrator's electronic devices, such as mobile phones, in accordance with the DFE Guidance. It could involve contacting the service provider to remove content if those involved are unable to be identified or are refusing/unable to delete the offensive content. It could also involve us requesting the parents/carers of the perpetrator to delete content held or content posted online if they contravene our school behaviour policy.
- We will ensure that sanctions are applied to the perpetrator in line with our school behaviour policy.
- We will take steps to change the attitude and behaviour of the perpetrator which may include pastoral support to work with this child.
- The police will be informed if a criminal offence has been committed.
- Information will be provided to children on steps they can take to protect themselves online. This may take place in the form of an assembly or extra PSHE lessons.

7 SUPPORTING CHILDREN & ADULTS INVOLVED WITH BULLYING

7.1 Supporting pupils

Where incidents of Bullying have taken place, it is important to offer opportunities to both the victim and perpetrator.

Children who have been bullied (victim) will be supported by being:

- offered an immediate opportunity to discuss the experience with their class teacher or a member of staff of their choice
- work together to come up with a support plan that is child-led
- advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate
- reassured and given the option of continuous support by a Learning Mentor
- given opportunities to restore their self-esteem and confidence in class or through the support of a Learning Mentor (this could be in the form of a nurture group or additional check ins)
- Ensure that they have the strategies to support themselves with their mental health and wellbeing, focussing on the long-term impact where necessary.

Children who have bullied others will be helped by:

- discussing what has happened and establishing the reason for the bullying and the need to change
- informing parents/carers, at the discretion of the Headteacher, to help change the attitude and behaviour of the child
- providing appropriate education and support about the effects of bullying on others including their mental health and wellbeing. This would be led by a member of our pastoral team.
- applying appropriate sanctions in line with the school Behaviour Policy

7.2 Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is completely unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead or a member of SLT.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the school's staff code of conduct policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a member of SLT to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

8 INVOLVEMENT OF PUPILS

We will:

- Ensure children understand the school's approach to anti-bullying and are clear about the part they play in preventing bullying
- Regularly canvas children and young people's views on the extent and nature of bullying
- Ensure that all pupils know how to express worries and anxieties about bullying and ensure they know who their trusted adult in school is

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- Involve pupils in anti-bullying campaigns in school and embedded messages in the wider school curriculum
- Utilise pupil voice in providing pupil-led education and support
- Ensure children are aware of where to get internal support, as well as external helplines and websites such as Childline
- Offer support, through our pastoral team, to pupils who have been bullied and to those who are bullying to address the problems they have

Children will learn:

- To understand about bullying in each year group. Through PSHE lessons using the Jigsaw scheme of learning, they will explore age appropriate content and talk about what they know and can do.
- Children will learn about Anti-bullying during Anti-bullying Week.
- How to identify bullying and how to report it in and out of school, through the PSHE curriculum and resources from the Anti-bullying Alliance.
- What to do if they witness bullying or have concerns that bullying is taken place. They will learn about the role of the bystander and the ways to take positive action if they witness or hear of a bullying situation (e.g., lead the person experiencing the bullying to a safe place, show they are not in support of the bullying behaviour)
- What to do if they are a victim or perpetrator of bullying.

9 INVOLVEMENT OF PARENTS/CARERS

We will:

- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers via the school Website
- Share online safety tips with parents/carers on our Facebook page and via parentmail
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner

10 LINKS WITH OTHER POLICIES

This policy should be read alongside the following other policies that are available on the school website:

- Behaviour
- Child Protection
- Online Safety
- Complaints
- Mental health and wellbeing.
- Relationships and Sex Education
- Exclusions

11 POLICY REVIEW

This policy is monitored on a day-to-day basis by the Senior Leadership Team and Learning Mentors. The policy will be reviewed by staff on a 3-year basis, or sooner if changes need to be made.

12 USEFUL LINKS & CONTACTS

Contact details if you wish to report a bullying concern:

- Your child's class teacher/ year leader via the following email address: parents@emersonvalley.org.uk or speak to them verbally after school at your child's cloakroom door.
- Contact our pastoral team on: learningmentors@emersonvalley.org.uk
- If it is an urgent concern, speak to a member of staff on the gate in the morning/school office who will pass this information on to the relevant staff member.

Useful links and supporting organisations:

Anti-bullying Alliance: <https://anti-bullyingalliance.org.uk/>

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

NSPCC: <https://www.nspcc.org.uk/>

Young Minds: <https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/bullying/#:~:text=Kidscape,via%20WhatsApp%20on%2007496%20682785.>

National Bullying Helpline: <https://www.nationalbullyinghelpline.co.uk/contact.html>

Advice for parents & carers on Cyberbullying:

https://assets.publishing.service.gov.uk/media/5a81638840f0b6230269709c/Advice_for_parents_on_cyberbullying.pdf

Anti-bullying from the Diana Award: <https://www.Anti-bullyingpro.com/resources>

Disrespect Nobody Campaign:

<https://webarchive.nationalarchives.gov.uk/ukgwa/20220225162456/https://www.disrespectnobody.co.uk/>