

Russell Lower School
Anti-Bullying Policy
Spring 2024
Review: Spring 2028

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Introduction:

This policy is based on the DfE guidance [Preventing and tackling Bullying](#) and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education](#).

At Russell Lower School, we recognise that pupils will learn best in a safe and calm environment that is free from disruption and in which education is the primary focus. We therefore give priority to recognising, raising awareness and consistently responding to any cases of bullying to ensure the safety and well-being of our pupils. At Russell Lower School, we are committed to safeguarding and child protection in line with the statutory guidance. **EVERYONE** is responsible for keeping children safe.

Aims and Objectives:

At Russell Lower School we are determined to ensure that all children, regardless of their age, ability, gender, ethnicity, culture or special educational or physical needs, are given equal opportunity with regard to succeeding at school and developing as well-rounded young people. We promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

At Russell Lower School we aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. We achieve this through the following:

- Commit to developing an anti-bullying culture where the bullying of adults or children is not tolerated in any form
- Ensure that all persons who play a part at Russell understand that bullying is wrong and that it damages children
- Make clear each person's responsibilities with regard to the eradication of bullying throughout school
- Provide a safe and secure environment where all can learn without anxiety and where they can reach their full potential
- Keep all children safe, happy, included, learning and confident

- Ensure that measures are in place to reduce the likelihood of bullying
- Provide a consistent response to any bullying incidents that may occur
- Make all those connected with the school aware of its opposition to bullying
- To outline what Russell Lower School will do to identify, prevent and tackle all forms of bullying

Links with other school policies and practices

This policy should be read with the following policies/documents:

- Behaviour Policy
- Safeguarding/Child Protection Policy
- SEND/Inclusion Policy
- Complaints Policy
- Acceptable Use Policies (AUP)
- Curriculum policies such as RSE and curriculum including RE
- Online Safety Policy
- Structured Conversations training and proforma

Bullying Definition:

At Russell Lower School, we discuss what bullying is, as well as incidents we would not describe as bullying (upsets and squabbles which would be dealt with through the Behaviour Policy), with all pupils through assemblies and the curriculum. We agree that **bullying is a behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally; it is generally one-sided.** The children understand the acronym 'STOP' – Several Times On Purpose.

Bullying at Russell Lower School is recognised as a form of child on child abuse and such behaviours are never viewed simply as 'banter' or as part of growing up.

Types of Bullying

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not **limited** to:

- **Physical** - deliberately hurting particular children on a regular basis
- **Verbal** - deliberately hurting feelings through name calling, unkind words etc.
- **Ostracising** – Making individuals feel left out and different by deliberately setting out to exclude them
- **Cyber-Bullying** - Hurting children through the use of electronic technology. The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Russell Lower School pupils do not bring mobile phones to school. They do not access a learning platform where they are in communication with other children. This minimises the risks. However, children may be able to 'cyber bully' from their home devices. Should this be the case, school would get involved and work with parents to stop this behaviour. The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The children at Russell Lower School learn about cyber-bullying and what to do should this happen to them in assemblies (Safer Internet Day) and the Computing curriculum as well as through the school 'Rights' and 'Rules'. The staff team take cyber-bullying very seriously and a 'zero-tolerance' approach is employed when dealing with any such incidents that may occur; actions to address cyber bullying would happen swiftly and would be carried out by the Headteacher, working with other staff where appropriate.
- **Racist Bullying** - making a person feel unwelcome, excluded, powerless or worthless because of their colour, ethnicity, culture, faith, national origin or national status
- **Vulnerable Groups** - some groups may be more vulnerable to bullying, including:

- Looked after children
- Young Carers - children with caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children for whom English is an additional language
- Those suffering from health problems, including mental health

Bullying Prevention

The staff at Russell Lower School take all forms of bullying seriously and seek to prevent it from taking place. Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as curriculum areas, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying in order to help them understand the term bullying.

At Russell Lower School we have a culture of 'checking in' with our children and noticing when they appear different to their norm. Time is given to listen to children and 'unpick' any issues that arise in order to fully understand their concerns. A children's well-being scale is in use in all classrooms to facilitate this. As well as the Russell Rights (to learn, to be safe, to be included and to be happy) running through everything at Russell, the children also know that Russell is a 'Telling School'. Worry boxes and similar, are used in the classrooms as well as each child having their own 'Network Hand' of people who they will 'tell' when they need to.

E Safety is an important part of the curriculum and information for parents is shared via parent workshops and the school website. Pupils are taught to 'use their voice' and speak to a trusted adult if they are concerned that someone is being bullied.

Anti-Bullying Procedures:

Staff will take all reported or observed incidents of bullying very seriously. Any alleged acts of bullying should be reported to the Headteacher/Deputy Headteacher or senior member of staff who will deal with the issue immediately.

In any case of alleged bullying, either the class teacher, the Head/Deputy or senior member of staff should first establish the facts and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and any witnesses.

If the allegation of bullying is upheld this must be recorded on G2 and discussed with all sets of parents/carers as appropriate. Structured Conversations will take place to identify the behaviour that is the issue, the plan that will be put in place to change this and the review date.

Staff must also record incidents that occur near the school, or on the children's way between school and home.

- Activities that occur as the result of a bullying incident may be:
 - Counselling and support for the victim of the bullying
 - Time spent talking to the child who has been bullying explaining why his/her actions were wrong; encouragement to change his/her behaviour in future times; and consequences, such as monitoring of behaviour by Head or Deputy, withdrawal of privileges (including going out to play and at lunchtime) and monitoring meetings with parents
 - Work carried out with the Pastoral Team
 - Protective Behaviours interventions
- If a child is repeatedly involved in bullying other children, the situation will be escalated to the Headteacher/Deputy Headteacher who will invite the child's parents/carers into the school to discuss the situation via a further Structured Conversation.
- In more extreme cases, for example where these initial discussions have proven ineffective, the Headteacher/Deputy Headteacher may contact external support agencies, such as social care or the Jigsaw Centre (Extended Education Support Service), for additional help and support.

- If there is still no change in behaviour the Headteacher will become the lead in the Structured Conversation and discussions around suspension/exclusion may need to be started.

Any suspension/exclusion would be carried out in line with CBC guidelines.