

Approved by:	SLT - September 2021
Last reviewed on:	September 2023 by S.Stones and H.Williams
Next review due by:	September 2024

Changes since last review

September 2021	<ul style="list-style-type: none"> • Updated bullying definitions. • Added in the latest changes to lunchtimes to support pupils at lunchtime. • Information about the specific steps taken when an incident of bullying is reported.
January 2022	<ul style="list-style-type: none"> • Refined all steps in dealing with bullying 1-4
April 2022	<ul style="list-style-type: none"> • Added appendix 1 and 2 to support recording

Our intent

We intend for school to be a safe and happy place for all. We are committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents/carers and staff are treated fairly and with respect. We recognise that it is unlawful to take into account anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age or sexual orientation.

We believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. This means that children are encouraged to speak up when they are made to feel unsafe and that there are robust systems in place to support all children where incidences of bullying occur - whether they are the victim or the 'perpetrator'. The Quinta puts in place rigorous teaching around acceptance, tolerance, equality and diversity.

Bullying definition

Bullying is any deliberate, hurtful, frightening, threatening behaviour by an individual or a group towards other people. It is persistent over a clear period of time, involves an imbalance of power, is one sided and happens on purpose, and encompasses all forms of communication, including online. It is very difficult for the victims to defend themselves (remember STOP – it happens Several Times On Purpose).

The nature of bullying can be:

- Physical e.g. hitting, kicking, spitting, pushing, pinching, throwing stones or any other forms of violence;
- Verbal e.g. name calling, swearing, spreading rumours, threats, teasing;
- Emotional/indirect/segregation e.g. being unfriendly, excluding, tormenting, ridicule and humiliation;
- Visual/written e.g. graffiti, gestures;

- Sexual e.g. unwanted physical contact or sexually abusive comments;
- Racial e.g. name calling, racial taunts;
- Homophobic/transphobic/biphobic e.g. inappropriate language targeted at a child or at a child's family circumstances.
- Cyber-bullying e.g. texting, emailing, social networking;
- Damage to property, or theft e.g. pupils may have their property damaged or stolen.

The Quinta recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include gender, gender identity, sexual identity or orientation, ethnic origin, religion or belief, personality, appearance or health conditions, Special Educational Needs (SEN) or disability, culture or class or home or other personal circumstances. This is not an exhaustive list.

Signs and symptoms of bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy

Prevention of bullying

The school has a very clear ethos around tolerance, accepting others and inclusion. The school follows the 'No Outsiders' approach and through our PHSCE and use of picture books pupils are educated around differences that exist within our community and wider society.

Additionally in PHSCE, our curriculum covers lots of key issues to promote empathy between others. We also have specific lessons which cover anti-bullying, the prevention of bullying, the key roles that exist within bullying, what we can do to prevent bullying and how it can be reported. We also teach about the long term effects of bullying so that pupils understand the severity of long term bullying. Pupils are all very clearly educated in what is bullying and what is not bullying so that when it is reported it is swiftly dealt with. Where there is conflict between or emotional support needed, there are clear avenues for that too in school such as wellbeing support at lunch or our emotional wellbeing mentor.

There is additional support in place at lunchtime to ensure that potential flashpoints are identified:

- A member of the behaviour team (a senior leader or an experienced teacher), teaching assistants and SEND members of staff outside who are there to support all children as needed or specific children who

- have been identified by staff to need additional help at social times.
- Senior leaders are on duty to support pupils and help with resolving any conflicts and helping ensure that pupils are playing safely and happily.
- Mid day assistants run games with pupils which any pupil can join in with if they want to play near to or with an adult.
- Play leaders (Y5) who run games and activities for the younger children.

Procedure for reporting bullying

Step 1

If a child or parent reports bullying then the staff member records on CPOMS so that the DSL and key staff are aware immediately. The details of the pupil's experience are logged. This is completed by the adult that deals with the initial incident.

- Classroom teacher, teaching assistant or the wellbeing mentor will ascertain the facts at this stage and reassure the pupils they are safe and that they have done the right thing.
- If evidence suggests that bullying is not taking place e.g. it was a one off incident, the pupils will be spoken to in line with the behaviour policy.
- If evidence suggests that bullying is taking place, step 2 will be initiated.

Step 2

Escalation to the senior leadership and behaviour team.

- All key adults working with that child will be made aware of concerns to ensure additional vigilance during the school day.
- The parents of all pupils involved are spoken to about the incidents that have been occurring.
- An action plan will be put in place by the class teacher and uploaded to CPOMS for visibility.
- Regular communication (usually weekly for a short period 2/3 weeks) will occur between the pupils' class teacher and parents. If this doesn't prevent the escalation or there is a continuation then step 3 will be initiated.
- A review of the plan will take place at the end of the assigned period which will be dependent on the severity and level of initial concern. The additional measures will usually be gradually reduced from week 3 if the concerns are no longer present.
- The pupils involved will receive immediate (within the next 2 school days) ELSA (Emotional Literacy Support).
- A live log will be shared with parents detailing incidents and actions taken.

Step 3

Escalation to headteacher.

- Pupils will receive intensive pastoral support intervention to develop understanding of emotions and social interaction.
- More regular (daily/ 2/3 times per week) communication with parents will take place after an initial meeting with the headteacher, key stage lead and class teacher. The ELSA trained staff member may attend if required.
- Pastoral team will carry out regular check-ins during free time e.g. break/lunch.
- The monitoring and intensive support will gradually reduce when the concern is no longer at this heightened level.

Step 4

Involvement of external agencies.

- Where bullying escalates to step 4 there will be external involvement for example: education psychologist, police, counsellor, family support worker, social services.

Strategies for dealing with bullying

Each incident of bullying is very unique. Depending on the nature of the incident and the pupils involved there will be a mixture of the following strategies employed in order to rectify the situation and ensure safety for all.

- **Lunchtime supervision:** Additional support in place with an adult at lunchtimes.
- **Emotional support** such as ELSA or SWaNS within school to support any child involved with bullying (either a victim or perpetrator).
- **Referral** to external agencies: A play therapy referral to support the pupil with learning how to play, child counselling to develop emotional regulation strategies.
- Attending specific **interventions** in school to educate the child around a specific area as required by the incident e.g. promoting tolerance towards a specific group, resolving conflicts and emotion management, relating to others.
- **Heightened vigilance** around the pupil (s) concerned.
- **KiVa strategies** (Aims of KiVa are to: Raise awareness of the role that a group plays in maintaining bullying, Increase empathy toward victims, promote strategies to support the victim and to support children's self-efficacy to use those strategies, increase children's skills in coping when they are victimised).
- **Reduced time in free play.**
- **Regular meetings** with key adults around the child.

Linked policies or key documents

[PHSCE curriculum](#)

[DfE: Preventing and tackling bullying](#)

Professional development

<u>Date</u>	<u>Overview</u>	<u>Links</u>

Appendix 1 - Action plan template

 Pastoral Support Action Plan - Anti Bullying

Pastoral Support Action Plan Name & Class					
Attendees (role):					
Date started:		Review date 1:		Final review date:	
Context: (What do we know? What is our starting position?)					
What are we worried about?					
Scaling question (to show impact)					
What does 0 look like? (our worst case scenario)					
What does 10 look like? (What is our ideal outcome)					

Appendix 2 - Live log template

 Live Log Template

Incident (inc. time and witnesses if applicable)	Actions taken