



**QUEST**  
**PRIMARY**

LEARNING CHANGES LIVES

Anti-Bullying Policy

Approved by the  
Local Governing Body  
Spring 2021

Next review  
Spring 2023

## POLICY

### Statement of Intent

At Quest Primary School, we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving.

At Quest Primary School, we acknowledge that bullying does happen from time to time. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. **Anyone** who knows that bullying is happening is expected to tell the staff.

### Policy Aims and Objectives

We aim:

- To create an ethos in which our school is a positive experience for all.
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while at Quest Primary School.
- To encourage pupils and staff to report incidents of bullying, including cyber bullying and bullying outside of school.
- To deal with incidents of bullying as quickly and as effectively as possible.
- To support and protect victims of bullying ensuring they are listened to.
- To help and support children displaying bullying behaviour.

All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- All governors, staff, pupils and parents will have an understanding of what bullying is.
- All governors and staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.

### What Is Bullying?

*Bullying is any deliberate, hurtful, upsetting, frightening, humiliating or threatening behaviour by an individual or a group that intentionally hurts another individual or group either physically or emotionally. It is repeated over a period of time and it is very difficult for the victims to defend themselves.*

**Bullying can be:**

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation.

- **Verbal:** name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone.
- **Physical:** pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things.
- **Racist:** racial taunts, graffiti, gestures, making fun of culture and religion.
- **Sexual:** unwanted physical contact or sexually abusive or sexist comments.
- **Homophobic:** because of/or focussing on the issue of sexuality.
- **Online/cyber:** setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

#### What bullying is not:

It is important to understand that bullying is not the *odd occasion* of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone.

**It is bullying if it is done **Several Times On Purpose (STOP).****

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying, it is an isolated incident. **It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. Learning how to deal with these situations is a natural way for children to learn. In doing so, they will develop social skills to repair any broken relationships.**

#### Where does bullying happen?

It can happen anywhere – in the classroom, in the corridor, in the toilets, in the dining hall, in the playground. Bullying may also happen on the way to and from school. In such cases, the Head of School is empowered by law to deal with such incidents but must do so in accordance with the school's policy.

## Signs and Symptoms

A child may indicate, by different signs or behaviour, that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine/route to school
- begins truanting
- 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
- begins to underperform in schoolwork
- comes home with clothes torn or books damaged
- has possessions go "missing"
- asks for money or starts stealing money (to pay the bully)
- has unexplained cuts or bruises
- comes home starving (money/snack/sandwiches have been stolen)
- becomes aggressive, disruptive or unreasonable
- starts swearing or using aggressive language for no apparent reason
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- Self-harm
- is refusing to go to school

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be taken seriously and investigated as soon as possible.

## What can a child do if they are being bullied?

These are some strategies, some of which have been suggested by children who attend the school:

- Tell an adult – a teacher, any member of staff, family member or lunchtime supervisor.
- Try to ignore the bully
- If scared to speak up, a child could ask a friend to help them speak to an adult
- If a child feels they cannot tell someone, writing it down may help.
- Remember as much information as possible (What? Who? Where? When? Why? How?)
- Keep a diary of what has been happening and refer to it when asked.
- Call a helpline, for example, NSPCC Childline.

### What can a child do if they see someone else being bullied?

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power.

- Do not smile or laugh at the situation.
- Do not try to deal with the situation directly.
- Do not join in with the bullying.
- If safe to do so, encourage the bully to stop bullying.
- Let an adult know immediately.
- Encourage the person to talk to someone and get help.
- If the victim is too scared to speak up, they should be encouraged to write the incident down and pass it on to an adult.
- Call a helpline for some advice

### Strategies for the prevention and reduction of bullying

Through the curriculum, pastoral support and upholding our School Values, Quest Primary School teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

**1: Say 'Stop – I don't like that/that is unkind to me'.**

**2: Put up their hand to gesture a stopping sign and move away from the situation. (Blocking in the digital world).**

**3: Find an adult to tell/discuss what has happened.**

We also teach the children the definition of bullying as - '**STOP**' – it happens **Several Times On Purpose**).

As school we take bullying very seriously. We have implemented the following strategies to provide support to all children where necessary. These can include, but are not limited to:

- Organised friendship groups.
- Small group or 1:1 work with children that have social and emotional issues.
- Counselling sessions with children that have social and emotional issues.
- Undertaking regular parent and children questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Regularly promoting the school's approach on kind hands, feet and mouths.
- Raise awareness through assemblies.
- PHSE (Personal, Health & Social Education) Jigsaw scheme of work from Nursery to Year 6 used to support this policy.
- RSHE (Relationships, Sex and Health Education) scheme of work (Jigsaw) from Nursery to Year 6 used to support this policy.
- Displaying anti-bullying posters around the school.

- Introducing playground improvements and initiatives.
- Using praise and rewards to reinforce good behaviour.
- Encouraging the whole school community to model appropriate behaviour towards one another.
- Organising anti-bullying training for all staff.
- School Council members used to model and promote positive behaviour.

### **More vulnerable Groups**

Quest Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. While bullying can happen to any pupil, it is known that some may be more vulnerable to or at risk of experiencing bullying. Such vulnerable groups include pupils with disabilities or special educational needs, children who receive free school meal, pupil premium, those from ethnic minority and migrant groups, pupils from the Traveller community, lesbian, gay, bisexual or transgender (LGBT) pupils and those perceived to be LGBT and pupils of minority religious faiths.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are always therefore particularly vigilant. Children with SEND receive extra support to develop strategies of communication and dealing with various social situations

Higher attaining pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

### **Procedures for reporting and responding to bullying incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying. All allegations will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. The following procedure will be used for reporting and responding to bullying allegations or incidents although not necessarily in the order set out:

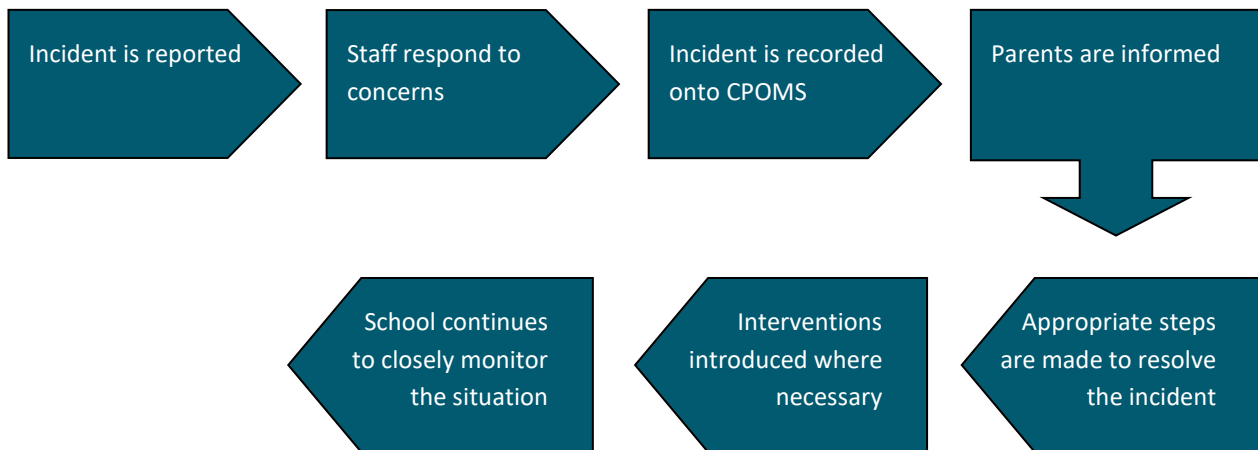
- Report all bullying allegations and incidents to initially to class teacher (CT).
- Staff will make sure the victim(s) feels safe.
- Appropriate support will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- Lunchtime Supervisors are to keep a record of any incidents and report to the teacher at the end of play. Teachers to keep their own notes dated and initialled.
- The problem will be identified, and possible solutions suggested.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see following section).
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- The bully and the victim may be encouraged (with a mediator) to discuss the situation, with the intention of rectifying the relationship.
- In cases of serious bullying, the incident will be recorded by a member of staff onto CPOMS (Child Protection Online Management System).

- **Parents will always be informed if the incident is considered serious and will be invited into school.**
- Teachers will discuss the issue with SLT/PFSW to ensure they are aware. SLT/PFSW will decide if the behaviour is a cause of concern.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings.
- When parents report bullying, the school will request time to investigate the allegations. Parents will then be contacted with an outlined report of what has taken place and what action will be taken.
- If necessary and appropriate, Children’s Services or police will be consulted.
- In some cases, parents may go directly to SLT/PFSW whom may investigate the incident. The CT will be informed. And a collaborative solution will be made.

**The following sanctions may be used:**

- Arrange an apology to the victim(s) verbally or in writing
- Spend playtimes and lunchtimes with an adult
- Invite Parents/carers into school to discuss the problem
- Behaviour plan
- Report to the Head of School or Assistant Principals
- Be withdrawn from participation in school visit, clubs, and events not essential to the curriculum
- Fixed term suspension
- Permanent exclusion

## Overview



## Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Children's and parent/ carers comments posted in the confidential box and incidents recorded on CPOMS will be used to gauge the effectiveness of the policy.

Individuals' behaviour is tracked over time and the Head of School reports to governors each term the number of pupils involved in bullying incidents.

This policy will be updated where appropriate and reviewed every year. A revised policy will be made available to parents/carers on the website.

## Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

<b>Child on Child policy</b>	<a href="#">Policies – Quest Primary</a>
<b>Safeguarding policy</b>	<a href="#">Policies – Quest Primary</a>
<b>Childline</b>	<a href="http://www.chidline.org.uk">www.chidline.org.uk</a>
<b>Kidscape</b>	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
<b>NSPCC</b>	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>



## Appendix 1 Forms of Bullying

### Special Educational Needs and Pupils with Disabilities.

Pupils with Special Educational Needs (SEN) and Disabilities have a range of needs, schools will have to review guidance based on the needs of their cohort of pupils. Pupils with SEN and Disabilities are also included in the prejudiced based bullying definition below.

SEN pupils have been highlighted through research e.g. national autistic society, as having higher rates of victimisation than other groups of pupils.

The school community will need to address specific issues in reporting bullying for this group of pupils to ensure that there are effective ways for SEN pupils to communicate bullying incidents based on their level of need and understanding.

The school community will also need to develop guidance when SEN pupils have been accused of bullying, and what will be the appropriate response.

Further information can be found in the DCSF guidance Bullying involving pupils with Special Educational Needs and Disabilities. <http://www.teachernet.gov.uk/docbank/index.cfm?id=12626>

### Cyber-bullying.

Cyber-bullying is based on the use of information technology and communication devices. These would include the following, but not limited to:

- Mobile phones – including phone calls, text messages, and sending pictures
- E-mail
- Chat rooms/WhatsApp
- Image distribution including photos and video footage
- Social websites such as YouTube, Tiktok, Snapchat

Croydon schools already have internet usage policies to protect pupils from cyber-bullying while using school equipment on the school grounds. Croydon schools have monitoring systems to detect inappropriate internet use and can block sites and withdraw passwords for inappropriate use of computers; mobile phones can be confiscated by schools if inappropriately used.

Guidance on appropriate use of these technologies should be discussed with pupils and parents. Parents and carers should be advised on appropriate ways to monitor and intervene with cyber-bullying incidents.

Both schools and parents need to be aware of cyber-language which young people use (often phonetic spelling) which can conceal abusive language. E.g. mate - M8 or fink – think or 2nite - tonight

Two key issues that arise due to cyber-bullying:

1. Cyber-bullying may be the catalyst for other forms of bullying in the school:

*In one school a fight between two girls was caused by Girl A constantly abusing Girl B in various chat rooms and websites. Girl B came into school angry at what had been said and the fight started.*

## 2. Cyber-bullying can intensify a bullying incident:

*A pupil was picked on in the school, unknown to the pupil this was filmed on a mobile-phone, the footage was then sent to everyone in school.*

This second type of bullying incident means that pupils have to deal with the initial bullying incident and also the embarrassment, shame and distress of other pupils knowing what has happened to them.

Cyber-bullying due to its remoteness and anonymity has a dehumanising affect, by which perpetrators often feel there is no real-world consequence to their actions in cyber-space.

Schools would need to draft adequate measures for those who record and distribute violent or malicious footage, as part of both the Internet Access policy and the Anti-Bullying policy. Schools will need to explore issues of safety and trust in cyber-space when tackling this form of bullying. For more information go to: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

### Prejudice Based Bullying

Prejudice Motivated Bullying is:

**Bullying within schools and in the wider community can be a consequence of stereotyping or making judgements about the identity of an individual or group of people. For example, preconceived ideas relating to race, gender, ethnicity, sexual orientation, disability, age and religion can lead to 'prejudice based bullying'. (Anti-Bullying Alliance 2008)**

The following section addresses various types of prejudice-based bullying. Croydon Children and Young People define prejudice based bullying as any incident which is:

*perceived as based on prejudice by the victim, or any other person.*

This definition has been developed to give clarity to the school community when tackling prejudice in various forms. The responsibility for proving that an incident is not based on prejudice shifts to the person accused on the bullying rather than the victim. This can be very important when bullying is done covertly or when the victim does not perceive the prejudice as harmful.

### Homophobic Bullying

The use of homophobic language towards pupils who are or are perceived to be Lesbian, Gay, Bi-sexual, or Trans-sexual (LGBT) is often ignored in schools. Often homophobic language is used in slang terms which adults may not recognise.

The school community will need to develop how best to address homophobic attitudes across the school. Including pupils, staff and parents and carers in the consultation is vital to tackling homophobic language and behaviour.

The National Union of Teachers has identified through research that homophobia is likely to occur in single-sex boys schools and co-educational schools, rather than single-sex girls schools.

Members of the school community are often targeted by perpetrators for having a characteristic that is perceived to be 'gay'; This can be linked to bullying based on gender and stereotyping and links to schools gender equality duty. Homophobia can be towards teachers and parents as well as pupils.

The school community will need to develop support for pupils who are LGBT. One Croydon secondary school has developed a support group for pupils who are coming to terms with their sexuality. For more information go to: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

### Faith (or Belief Based) Bullying

The levels of faith-based bullying are hard to determine. However, anecdotal evidence suggests that pupils are being bullied based on their faith and also for not belonging to a particular faith. Schools can address these issues through the curriculum and Religious Education. For more information go to <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

## Racist Bullying

Racist bullying can be defined as:

***any incident which is perceived as racist by the victim, or any other person. (McPherson, February 1999)***

Schools have a legal obligation to report racist bullying using Racist Incident Monitoring forms (RIMS). Racist bullying is not restricted to White versus Black or Asian; the above definition means that where a particular incident may involve inter-ethnic bullying such as a black Afro-Caribbean pupil making comments to a black African pupil based on skin colour, this is still a racist incident.

The school community will need to develop ways to examine diversity and the basis for racism. This can be through exploring the difference between stereotyping, lack of knowledge and malicious forms of racism. The school community will also need to explore more covert forms of racism, which may underlie how particular groups feel they are treated in the school community and the wider community. For more information go to:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

## Sexual and Sexist Bullying

Sexual Bullying can be defined as bullying that has an unwanted sexual link. This can involve boys or girls making sexually inappropriate comments or touching other pupils inappropriately. Generally, sexist bullying and harassment is often perpetrated by boys and men. The NUT defines sexism as:

*“Behaviour, language or prejudice, which expresses institutionalised, systematic and comprehensive discrimination. It is based on a stereotypical view of masculine and feminine roles. Sexism limits the options of women and girls and can lead to discrimination or less favourable treatment. It is learned behaviour, however, and can therefore be 'unlearned'”* (NUT Policy Statement on sexual bullying & harassment).

Sexist attitudes can be reinforced in by narrow views of gender in the school community. It is important that the school community works in partnership across the curriculum and agencies to tackle sexist attitudes.

