

Anti-Bullying Policy – updated January 2023

1. Our Vision and Values

‘We aim to “shine our light before others”. We aspire to be a school filled with love, demonstrating God’s love by clothing ourselves with kindness and striving for excellence. Everyone is encouraged to make a difference in their own lives, their families and the communities we serve’.

As part of the Diocese of Ely Multi-Academy Trust, we also hold the trust values: -

- Love
- Community
- Trust
- Ambition
- Respect

2. Anti-Bullying Statement

All our children are encouraged to think about their own behaviour and to develop high self-esteem. All members of the school community should have a common understanding of what bullying is and know that the school does not tolerate it. Bullying and its prevention are discussed openly, as part of the home school agreement, during anti-bullying week, as an integral part of the school PSHE curriculum, in assemblies, house forums and sessions in individual classes.

- We want to ensure that children feel safe in school at all times
- We help children understand what bullying is and that it is not tolerated
- We encourage children to ensure they always demonstrate the trust’s and school’s values
- We provide support to children who struggle to follow the school’s values and help them to change behaviours
- We want to ensure that all children look out for each other and report incidents to school when they happen even if they are not impacted themselves
- We want parents to understand how the school will manage reports of bullying

3. What is bullying?

At Thriplow we acknowledge that bullying can happen, it is usually unintended and can occur when children forget the school’s values.

Bullying is normally PERSISTENT and TARGETED, unkind or abusive behaviour towards another child. Children at Thriplow realise that it can be complex and can take many forms. Some examples of bullying include:

- **Physical** – being punched, pushed, bitten, kicked or hit. Being forced to give up belongings, having belongings taken or being forced to do something they don’t want to do. Being followed or physically intimidated. A single physical incident may be serious enough to be considered bullying.

- **Verbal** – being teased or called names. Being insulted about their gender, race, religion or culture. Being teased or insulted for being perceived to be different or due to an association with someone else.
- **Emotional** – persistently being excluded from a group or from games on the playground. Having unpleasant rumours or stories told about them. Being referenced in unkind handwritten messages and notes.
- **Cyber-Bullying** – via text message, instant messenger services and social network sites. Via images spread on the internet or on mobile phones
- **Racist** – racial name calling, unacceptable gestures
- **Sexual** – unwanted sexual contact, sexually abusive comments

Children are taught about all these forms of bullying and encouraged to look out for themselves and for others and act if they see or experience something that concerns them. Children are also taught that we all make mistakes, and that it is the role and responsibility of the school community to guide children through times when things go wrong so that they can learn and improve.

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

Bullying is if it is done several times on purpose. 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 important part of children's development to learn how to deal with friendship breakdowns and the odd name calling. We all have to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

4. Signs and Symptoms

There may be signs or behaviour that indicate a child is being bullied. These may be evident at home or at school or in both locations. Any adult who notices signs or symptoms should investigate further and take action if necessary. They may include:

At home: -

- Fear of going to or from school
- Unwillingness to go to school
- Asking to move school
- Feigned illness or an increase in complaints about feeling unwell
- Arrives home feeling very hungry (because lunch has been taken)
- Crying at bedtime or disturbed sleep (including nightmares)
- Arrives home with damaged clothes or property (e.g. torn books)
- Possessions 'go missing'
- Asks for money or steals money
- Is afraid or reluctant to use the internet or mobile phone
- Is nervous or secretive when a text or e-mail is received.

At school: -

- Deterioration of work
- Looks for excuses to stay in school instead of going out with other children
- Misses school.

In both locations: –

- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, disruptive or unreasonable
- Begins to stammer
- Unexplained cuts or bruises
- Bullies other children or siblings
- Changes his or her eating pattern
- Gives improbable excuses for his or behaviour or to account for any of the above
- Is reluctant to talk about any of the above.

5. Being proactive about bullying

At Thriplow, it is stressed to the children that the very best way to prevent bullying is to stop it from happening in the first place. Children know that we all play a part in making sure of this, by following the school values of kindness, consideration and respect to everyone, whether or not they are our closest friend.

Children can help us to ensure bullying is “nipped in the bud” by:

- Realising that it is their responsibility to make sure that Thriplow School is a happy and safe environment for everyone by following the school values at all times.
- Telling other children if their behaviour causes them concern or upset the first time that something happens to help the child understand the impact of their words or actions.
- Being assertive and telling another child to ‘stop’ to make it absolutely clear that they don’t like what is happening.
- Look out for each other and speak out either to an adult or to the child concerned if they see someone else being bullied.
- If telling the bully to stop doesn’t make a positive difference, children must speak to an adult in school that they trust as soon as possible, so that issues can be addressed as effectively as possible in the moment that they occur.
- Building resilience to support children find solutions when faced with relationship challenges.

6. What can a child do?

If a child notices that someone else is being bullied, they can: -

- Tell an adult at home
- Tell a teacher
- Tell a teaching assistant
- Tell a member of SLT

If you feel you are being bullied: -

- Tell a trusted adult
- Tell a friend
- If you see that a situation could be dangerous, keep away
- Tell the bully to stop
- Avoid fighting back

Children are aware that they can phone Childline (08001111) and there are posters around school for pupils to see.

During anti-bullying sessions, both as part of anti-bullying week, planned PSHE sessions, and less formal class discussions, children will be asked to think about the reasons for unkind behaviour and why another child might behave in an unkind or abusive way. They understand that anyone can make a mistake, and that a single incidence of unkind behaviour does not normally constitute bullying. They also understand that anyone can be a bully, and that often such children have been bullied themselves, are for some reason very unhappy or simply so not yet realise that their actions are wrong.

Children will also discuss the importance of not being a passive bystander if they are aware bullying is occurring.

7. What can a parent do?

If your child tells you they are being bullied: -

- Ask them about it directly, without asking leading questions
- Remain calm
- Take the bullying seriously
- Talk to someone at school – this may be the Headteacher, a member of SLT, class teacher, SENCO or another member of staff who knows your child well
- Help your child to develop self-assurance and confidence

If your child is found to have been acting as a bully: -

- Ensure that your child apologises to the victim of his or her bullying
- Keep calm
- Co-operate with the school
- Take the bullying seriously
- Try to find out the cause of your child's bullying
- Discuss your concerns with the headteacher, a member of SLT or the class teacher
- Try to monitor where your child goes and who they play with
- Help your child to develop self-esteem
- Monitor whether things improve or deteriorate.

8. What will the school do if bullying occurs?

The school will treat all reports of bullying seriously and they will listen to all children involved to try to understand what has happened.

In the event of a “one off” incident of unkind behaviour to another child, the incident will be dealt with in line with the school Behaviour policy.

If unkind behaviour persists beyond an isolated incident, school will seek to address the behaviour in order to achieve a resolution to the problem rather than an escalation.

We will work towards redemption and rehabilitation for all parties from the point at which an incident of bullying is reported.

All children will be listened to. A detailed account from the alleged victim will be taken first, before the other child/children are spoken to including the alleged bully. All the information will be carefully considered before an appropriate course of action is taken. The parents or carers of the children will be informed and asked where appropriate to be involved in supporting the children in learning from and moving on from the incident.

An agreement will be drawn up between the child and the alleged bully to ensure they are both aware of what has happened and what the next steps will be (Appendix 1). This will be reviewed weekly to start with, and less often as time goes on, to be decided by the headteacher/SLT and the children concerned.

The children’s Class Teacher, playground supervisors and any other relevant adults in school will be fully briefed on the details of the incident, and will support both the alleged bully and victim in resolving the issue, reporting anything that concerns them.

If the alleged behaviour is not witnessed by adults in school, this does not mean that we will take the report any less seriously. We will work with all adults in the school to ensure children are watched and never left alone with the alleged bully. Adults will intervene where necessary to avoid future incidents and ensure any bullying behaviour is ‘nipped in the bud’.

All actions and conversations will be documented on CPOMS.

The alleged victim will be supported as necessary by school and asked to report all incidents to their class teacher who will record everything, this record will be reviewed regularly and addressed with the alleged bully and their parents or carers where necessary to develop a behavioural improvement plan.

9. A Restorative Approach

We aim to focus on resolving the behaviour of the bully.

The bully will be asked to:

- Accept responsibility for the harm they have caused to the individual being bullied (even if it wasn’t intended)
- Accept responsibility for the harm caused to others in the school community
- Recognise the need to take action to repair the damage caused
- Agree a range of helpful actions to repair the harm caused, monitored over an agreed period of time

School will spend time reminding the bully of the school's values and ensuring they are understood. In addition and where appropriate, sanctions may be used to impress upon the bully that their actions are unacceptable, to deter them in the future.

These may include for example:

- Missing some playtime
- Withdrawing privileges
- Being removed or separated from groups of children
- Confiscating personal property

If the bullying continues after following these interventions, the school will continue to discuss a course of action with the bully and their parents or carers.

In a most serious case of persistent bullying, where the above approaches have not worked or where their actions constitute a serious assault, we may consider excluding the bully from school (for a fixed period in the first instance)

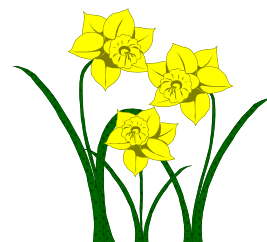
If parents/carers of the victim are still not happy that the bullying has been managed effectively, they will be referred to the complaints procedure.

Lucy How

Updated January 2023

Reviewed January 2024

Appendix 1



Agreement Between: _____

Points to be agreed	First review (Date):	Second review (Date):	Third review (Date):

Signed by child 1: _____ Date: _____

Signed by child 2: _____ Date: _____