

# ANTI-BULLYING POLICY

## 2020-2021

### **Aims and purpose of the policy**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

Equality Act 2010

The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.

### **What is bullying?**

Bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for those being bullied to defend themselves. Bullying is the conscious, wilful desire to hurt, threaten or frighten someone else and is pre-meditated and calculated rather than thoughtless or accidental. Bullying can be physical, verbal, rejection, cyber or indirect (isolation, spreading rumours etc). It can be of a very serious nature to milder but still upsetting. Incidents can occur in school or out of school but can have an effect on a child's general well-being. The STOP acronym can be applied to define bullying – Several Times On Purpose.

In discussing our anti-bullying policy with children, we stress the importance of children telling an adult. Adults in school are also aware that pupils who are being bullied may show changes in behaviour such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may also be changes in work patterns or lack of concentration.

The nature of bullying can be:

- Physical – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- Attacking property – such as damaging, stealing or hiding someone's possessions
- Verbal – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- Psychological – such as deliberately excluding or ignoring people
- Cyber – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic, biphobic or transphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

### **Peer on Peer Abuse**

Under the Guidance – (Keeping Children Safe in Education September 2016) – Increased emphasis on peer and peer abuse. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse, including;

- Bullying and cyber-bullying
- Gender based violence/sexual assaults
- Sexting

### **Bullying may result in:**

Poor attendance

Low self esteem

Poor educational achievement

### **Who are the victims?**

Any child can be bullied. There are risk factors, which will make the experience of bullying more likely.

These include:

Lacking close friends in school

Being shy

Coming from an over protective family environment

Being from a different racial or ethnic group to the majority

Having special educational needs

Being a “provocative victim” a child who behaves inappropriately with others, barging in on games or being a nuisance.

Some children may make false allegations of bullying against a pupil to get them in trouble. Class teachers will build upon secure relationships with individual pupils to encourage honest direct discussion in order to build on accurate picture of everything to be sure of who is telling the truth.

### **Combating Bullying**

- Assemblies where themes such as conflict, power and trust are used for discussion  
PHSE- in circle time/Jigsaw sessions
- Anti-bullying week - various activities to help pupils deal with various situations.
- Co-operative and good behaviour will receive reward and praise
- Positive self-esteem of all children will be provided by rewarding kindness and respect for others
- Opportunities for discussion activities – from supportive agencies such as the NSPCC
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week

- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies offer support to all pupils, including those who may have been the target of bullying
- Child-friendly anti-bullying policy
- Involvement of pupils and parents/carers in developing school-wide anti-bullying initiatives through consultation.
- Restorative sessions provide support to targets of bullying and those who show bullying behaviour

### **Reporting bullying**

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher
- Tell a playground buddy who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Teaching Assistants or the school office
- Tell an adult at home
- Report anonymously through the worry box
- Call ChildLine to speak with someone in confidence on 0800 1111

### **Reporting – roles and responsibilities**

**STAFF:** All school staff, both teaching and non-teaching staff have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

The following staff members are anti-bullying leads: Sean McManamin, Helen Bell

**SENIOR STAFF:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Sally Davey is the Senior Leader responsible for anti-bullying.

**PARENTS AND CARERS:** Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or class teacher.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

### **For the policy to work:**

Pupils will be willing to tell a member of staff if they feel they are being bullied.  
All pupils will have a happy and safe learning environment.  
Parents will feel they can approach school if they have concerns for their child.

### **Responding to bullying**

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form (CPOMS – school's reporting system)
- Designated school staff will monitor incidents reported, analysing and evaluating the results

- Designated school staff will produce termly reports summarising the information, which the Headteacher will report to the governing body
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of buddy systems and playground monitoring
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

### **Monitoring and reviewing**

The Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

For further advice and guidance please see the school website.

### **Appendices:**

Definitions –

**Peer on peer abuse** occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18.

**Homophobic language/bullying** is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. Homophobic bullying is often targeted at pupils who have lesbian, gay or bisexual family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way.

For example

- a boy repeatedly being called 'gay' for holding hands with another boy

**Biphobic language/bullying** is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

For example

- a bisexual pupil receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls

**Transphobic language/bullying** is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans but can also affect those questioning their gender identity as well as pupils who do not conform to gender stereotypes or norms.

For example

- pupils pestering a young person with questions about their gender such as 'are you a real boy?' or 'are you a boy, or are you a girl?'