



# Anti-Bullying Policy

*"The Lord has done great things for us; we are glad" Psalm 126:3*

## Great Barton C of E Primary Academy

### Anti-Bullying Policy

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Reviewed By -

Signature

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This policy covers:

1. Introduction
  2. Aims and Objectives
  3. Definitions of Bullying
  4. Behaviour often associated with bullying
  5. Why are children and young people bullied?
  6. Where does bullying take place?
  7. Peer on peer abuse
  8. First responses to reports of bullying
  9. Education to help prevent bullying
  10. The role of governors
  11. The role of the headteacher
  12. The role of teachers, support staff and midday supervisors
  13. The role of parents
  14. Links with other policies:
  15. Monitoring and review
- Appendix 1 – Support groups

## 1. INTRODUCTION

Everyone at Great Barton CE Primary Academy has the right to feel welcome, secure and happy. We aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We also aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## 2. AIMS AND OBJECTIVES

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

Through raising awareness about bullying behaviour we aim to prevent bullying.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

This policy was formulated in consultation with the whole school community with input from:

- Members of staff through regular agenda items at staff meetings
- Governors through discussion at meetings
- Parents/carers through discussion, feedback and at parents evening consultations
- Children and young people through the school council and PSHE discussions
- Other external agencies through partnership meetings

## 3. DEFINITIONS OF BULLYING

*'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally'*

*Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)*

*'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'*

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/understanding-bullying/definition>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

*Occasionally* an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

#### **4. BEHAVIOUR OFTEN ASSOCIATED WITH BULLYING**

##### **Baiting**

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

##### **Banter**

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

##### **What does bullying look like?**

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

#### **5. WHY ARE CHILDREN AND YOUNG PEOPLE BULLIED?**

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

*Specific types of bullying include, but are not limited to:*

### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex / gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Other vulnerable groups include:**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

### **Prejudice Related Language**

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

## **6. WHERE DOES BULLYING TAKE PLACE?**

Bullying is not confined to the school premises. It also persists outside school, in the local community, on the journey to and from school and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

### **Cyberbullying**

The ever-increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- hacking into someone's accounts/sites
- Posting prejudice / hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

### **Bullying can take place between:**

- young people
- young people and staff
- between staff
- individuals or groups

## **7. PEER ON PEER ABUSE**

Staff must be aware that safeguarding issues can arise between pupils. Examples include:

- Bullying, including cyber bullying
- Gender based violence/sexual assaults
- Sexting
- Sending nude or semi-nude images (although consensual sharing of images between children of the same age may not be considered abusive, it is still illegal)
- Sexual harassment or violence

Pupils are taught to talk to an adult if they are worried, and taught to recognise bullying, in its many forms. Staff must be vigilant to changes in behaviour and monitor carefully, both in class and at playtimes. Any concerns must be passed to the DSL/ASL without delay via CPOMS and ensuring the click the Peer-on-Peer abuse category.

At our school, we foster an environment so pupils know who to and are comfortable to talk to an adult if they need to report an incident. They know they will be listened to and taken seriously. Should a child make an allegation, we will follow our safeguard procedures. The child will be supported initially by staff and additional professional support will be sought if necessary and the child's wishes and feelings will be considered. Support for the bully/abuser will also be sought, to minimise risk in future. This may be through the Early Help team. Any unlawful behaviour will be reported to the Police. Where appropriate, the headteacher will take statements from all concerned and follow procedures in the Positive Behaviour and Safeguarding Policies, ensuring that parents are informed. The DSL will be informed and appropriate reporting procedures followed.

## **8. FIRST RESPONSES TO REPORTS OF BULLYING**

Be careful in the language you use as it can be very emotive and can 'label' children, suggesting permanence. Instead of 'victim' say person (child) who is being bullied, and instead of 'bully' say person (child) who is using bullying behaviours/doing the bullying. In this way you are labelling behaviours and roles, not children.

- remain calm - you are in charge
- take the incident or report seriously
- reassure the person who is being bullied
- find out as much as you can relating to the incident
- take action as quickly as possible
- think hard about whether action needs to be private or public
- should other adults be informed?
- offer concrete help and advice to the person/people being bullied
- make it plain to the person/people using bullying behaviours that you disapprove
- encourage the person/people using bullying behaviours to see the point of view of the person who is being bullied
- punish the bully, but be careful **how** this is done
- be careful to follow the school's Positive Behaviour Policy
- explain clearly the punishment and why.

When an incident occurs, all staff will:

- record the incident on CPOMS and alert all of the DSLs
- the DSL will decide if you need to start a Support Group (see Appendix 1)
- make sure the incident **does not** live on, but monitor the victim and bullies discretely.
- think ahead to prevent a recurrence.
- follow the "Sanctions Procedure" in the Positive Behaviour Policy.

## 9. EDUCATION TO HELP PREVENT BULLYING

**The school's P.S.H.E. programme** contains strategies which encourage children away from bullying i.e. it promotes co-operation, helpfulness and consideration for others. It also covers issues such as assertiveness and peer pressure, and actively discourages violence towards others.

**COLLECTIVE WORSHIP** Our Collective Worship follows and encourages the Christian Values, including compassion, respect, truthfulness, justice and forgiveness. We also use the British Values themes to raise awareness of bullying.

**NSPCC** – On a two-yearly cycle, we have visits from the NSPCC who work across both key stages to highlight ways to tackle bullying.

Celebrating diversity throughout a broad and balanced curriculum.

We are responsive to the needs of the pupils and set up reactive programmes for vulnerable groups or groups involved in bullying, which includes small group work.

Specific intervention or initiatives may be identified for groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers including parent information events and information on the school website.

Support for all school staff by providing staff training and development for all staff including those involved in lunchtime and before and after school activities. We encouraging all staff to model expected behaviour

### **Bullying is a whole school issue.**

By involving Governors, Teachers, Education Support Staff, Parents and Pupils, people become aware of the school policy on bullying and that we are serious about tackling the problem. Publicity is one area that can help and could include:

Posters: pupils and teachers can both become involved in creating posters to display around school.

Childline: telephone helpline number will be displayed. Childline – 0800 1111 (open 24hrs)

Leaflets: these can be displayed around the school and/or sent home.

### **Anti-Bullying Week**

By focusing on bullying for a week each year we keep the subject in the open and give opportunities for children and parents to understand what bullying is and how to report concerns.

## **10. THE ROLE OF GOVERNORS**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow any identified bullying to continue in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

## **11. THE ROLE OF THE HEADTEACHER**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## **12. THE ROLE OF TEACHERS, SUPPORT STAFF AND MIDDAY SUPERVISORS**

All adults in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of incidents of significant concerns on CPOMS and report these to the headteacher and other Designated Safeguarding Leads (DSL)

If adults witness an act of bullying, they do all they can to support the child who is being bullied. Teaching Assistants, Mid-Day Supervisors and other adults inform class teachers of any concerns. Teachers will consult the headteacher, who will inform the child's parents.

Incidents which are considered to be of a bullying nature are recorded on CPOMS. Where parents contact school to make allegations of bullying, the email or conversation will be logged on CPOMS and action will be taken.

These are monitored by the Headteacher. Such incidents are stored securely on CPOMS so that any bullying trends can be monitored more easily.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve support for child being bullied and punishment for the child who has carried out the bullying. We spend time talking to the

child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the Special Needs Co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the Social Services.

Adults routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

### **13. THE ROLE OF PARENTS**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

### **14. LINKS WITH OTHER POLICIES**

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Rewards and sanctions, code of conduct
Safeguarding Policy	Child protection and peer-on-peer abuse
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

### **15. MONITORING AND REVIEW**

This policy is monitored on a day-to-day basis by the headteacher who reports to governors about the effectiveness of the policy on request. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the number of bullying incidents recorded on CPOMS, and by discussion with the headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

## **Appendix 1 - SUPPORT GROUPS**

### **The Support Group Approach to Bullying in Schools**

The Kingston upon Hull Special Educational Needs Support Service (SENS) Anti-Bullying Project has developed the support group approach to bullying, building particularly on the work of Maines and Robinson (1991, 1992).

#### **Step 1 Interview the person being bullied for names of children who are bullying, bystanders and friends.**

The child being bullied is interviewed first. Concentrating on the kind of things that have been happening rather than particular incidents, the child being bullied is allowed to talk about whatever they think needs to be known. This might include the whole history of the problem, or very little about it. All that is said is accepted in a non-judgmental way, without questioning its validity. We do not concentrate on the feelings of the child being bullied or request a picture or piece of writing to illustrate them. Questions such as 'What did you do to make him do that to you?' or similar undermine the child's confidence and are unnecessary. The child being bullied is told that the children bullying them will not be in trouble so there will be no problems that they will 'get him/her for it later'. Without this assurance, the child may be reluctant to give any names. The purpose of this interview is to reassure the child being bullied that the problem can be solved and find out:

- who are the main threatening figures,
- other children who are present, although they may not actively join in the bullying
- the 'bystanders' who the child being bullied finds supportive or, if they have no supporters, whom they would like to have as friends.
- The child being bullied is told that the group will be asked to help make him/her happier in school.

#### **Step 2 Convene the support group**

From these names a support group is made up, ideally 6-8 pupils. All the main children displaying bullying are included with some bystanders and supporters. The support group often needs reassurance at the beginning that they are not in trouble. The pupils are often unsure of why they have been selected, since they are not all 'bullies' or 'friends'. It is important that no child is labelled by their selection for the group and having a truly mixed group facilitates this. The group is seen separately from the victim. The group is told that X is unhappy in school, and they have been chosen because they are all able to help. Group members seem to accept the rationale that they can all help; indeed this is what they have in common. At this point the term bullying is avoided since this suggests a judgement has been made on the nature and causes of the problem. It is equally important, as with the interview with the child being bullied, that a non-judgemental atmosphere is maintained. However, very often the group members use the term anyway. Once the reason for the group is clear and they do not feel threatened, they can be remarkably open about what is happening.

### **Step 3 Raise empathy within the group**

Empathy for the child being bullied is heightened by asking if they have ever been unhappy in school. Usually there are a few who will admit to this and say a little about it. The feelings of the child being bullied are not relayed to the group, as Maines and Robinson suggest. Rather, we discuss briefly the feelings of members of the group that have been unhappy in school and say that 'X must be feeling very like that'. This is an effective means of raising empathy without breaching confidentiality.

### **Step 4 Explain the purpose of the group**

It is explained that no one should feel unhappy in school and because they know X they probably know better than anyone why and when he or she is unhappy. Members of the group often volunteer information that can be very illuminating at this point. If anyone mentions a name, they are gently interrupted and told there is no need for any names, in order to maintain the non-judgmental atmosphere. Again all that is said can be accepted, since no punitive action will follow as a result of this discussion.

### **Step 5 Ask for suggestions**

The group is asked to make suggestions. Because they know what goes on they are the best people to suggest what can be done to make the situation better for X. We wait for suggestions from them. This part of the process is very variable; some groups are full of ideas, others are very vague or there may be some resentful silence. Simply ignoring resentment and praising any suggestions from members of the group usually ensures that most will either have made a suggestion of their own or will take up a suggestion that someone else has made so that all have a role. The actual suggestions are not in themselves significant except insofar as they demonstrate a commitment to the group goal. Members say things such as 'I will bring her/him some sweets', 'I will watch out for her/him in class'. The only suggestion that has to be gently rejected is of the kind – 'If I see anyone hurting her/him I'll beat them up'! They are not asked to make any promises and are not given jobs. The plan must be owned by the group. If suggestions are not forthcoming, which has happened occasionally, exploring further the circumstances when upset occurs generally gets ideas flowing.

### **Step 6 Thank, reassure, pass responsibility and arrange review**

Group members are thanked for their support and told that it looks like they have a good plan that will make all the difference to X. Then they are told that they can report back all they have managed to do in a week's time. In other words, the responsibility is passed to the group at this point. The shift of ownership of the plan and the transfer of the responsibility for its implementation to the whole group is crucial. This is the most powerful single feature of the approach. Inevitably, sometimes, this initial meeting goes better than others but it is curious that no matter how it is seen subjectively, this does not appear to be reflected at all in the outcome.

### **Step 7 Review with 'child being bullied' first then group. Compliment everyone.**

At the review the child being bullied is seen first to see how things have gone. Generally, things are fine. This review usually takes about 2-5 minutes. The child being bullied is complimented on things going well; attention is not withdrawn because there is no trouble or a provocative child being bullied may be inadvertently encouraged.

The support group members are then seen together and asked how things are going. Usually they are aware the child being bullied is happier although they may occasionally report on an incident not involving members of the support group. Many times, they express the improvement in terms of 'He/she is better now', as if they view the problem as lying within the child being bullied. They are encouraged to say how they have helped although their efforts are not matched with the suggestions made at the previous meeting, unless individuals wish to do so. They are also complimented and thanked for their help. Then they are asked if they are willing to continue for another week. No one has ever refused to do this in our experience. On one occasion a group member was unwilling to come to the review meeting and apparently tried to persuade two others to refuse to come but by the following week the other two were eager to come and the dissenter, who was one of the identified bullies, had not bullied the child further. A new review is arranged as before. Reviews can be continued for as long as necessary but usually two reviews have been sufficient. This avoids creating a false sense of dependency. Individuals can be reinforced informally from then on. It is usually arranged for the whole group, child being bullied as well as supporters, to receive an appropriate reward to reinforce the new status. They may get a certificate or a letter home to parents. The whole group may be nominated for a "Greatness award" in collective worship, or any other reward deemed appropriate and following the Positive Behaviour Policy.

The parents are asked for their views on how things are going and value being kept informed after each review. When they feel involved and therefore not frustrated this can often help strengthen the relationship with the school which may have been strained beforehand.