



EQUALS TRUST



The Equals Trust
Policy for Anti-Bullying

Adopted : March 2022

Review : March 2023

Signed.....(Chair of Trust Board)



Introduction

At Crossdale Primary school we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

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

- Members of staff- by taking their views on a draft version of the policy
- Governors - by taking their views on a draft version of the policy
- Parents/carers - parents will be encouraged to contribute by taking their views on a draft version of the policy
- Children and young people - pupils contribute to the development of the policy through the views they express during anti-bullying week and through the pupil questionnaire

This policy is available

- On the school website (paper copy available on request through the school office)

Roles and responsibilities

The Executive Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Leads in our school are Sam Seedhouse, Fru Westmorland and Peter Cresswell

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school is Sam Seedhouse, Deputy Head teacher.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governors with the responsibility for Anti- bullying (Behaviour) are: - Chris Neale and Kirsty Sharman

Definition of Bullying

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 through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

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 antagonize 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 into 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

Peer on Peer Abuse

This can include but is not limited to:

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

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 and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

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 such as false friendships, criminal exploitation, sexual exploitation and radicalization.

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’.

Bullying can take place between:

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

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

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

- age
- being or becoming a trans 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, Traveller heritage
- 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 disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

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

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend 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 perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

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.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Online bullying

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

Online bullying 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 Online Bullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Online bullying with the same severity as any other form of bullying.

Online bullying 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.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Reporting and responding to bullying for:

Children – Victims and Bystanders

If you feel you are being bullied report it to any member of staff, an older pupil or your parent.

- A second approach is to place your name and class onto a piece of paper to give to your teacher or any other adult in school to let him / her know you are worried about something.
- Children are encouraged to use the expression 'can I have a word please? I'm worried about something' if they need to speak to a member of staff about something that is concerning them. This information is given to children through assembly times.
- If you feel another person is being bullied, ask that person if they are ok and if anyone is doing something to upset them.

Report any concerns to a member of staff in school or a parent in the above ways or speak to a parent or carer at home about your concerns.

Parents/Carers

Speak with your child to find out what is happening. Try to find out when and where the actions have been taking place, who has been involved and who else may have seen it.

- Explain to your child what you are going to do and encourage them to speak to an adult in school.
- Speak with your child's class teacher or communicate directly with the Head, or Deputy Head Teachers to explain your concerns and what you have found out (01159748055 or school-office@Crossdale.notts.sch.uk)
- Do not approach the suspect bully and attempt to tell them off/prevent them from doing what you think they may be doing.
- We have an open door policy where parents are welcome to speak to any member of staff if they have any concerns. Every morning there is a member of SLT by the back gate and class teachers are on the playground, they are there to be available for parents if there are any concerns.

All staff and visitors

- Report what you have seen or heard to the Head, or Deputy Head Teacher.

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Reported bullying incidents are discussed with School Governors.

Any reported concerns are dealt with by the pastoral care team and recorded on CPOMS. If the concern is of a confidential nature, this can also be logged accordingly.

Staff are updated on pastoral care concerns during a weekly briefing and are also updated on changes to policies where relevant. Visitors to school, such as students on placements are told, during their induction, that they must report any incidents that they may witness which may be regarded as bullying or any incident that affects a child's wellbeing to one of the Deputy Headteachers or the Executive Headteacher.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures

We will:-

- Interview all parties
- Inform parents when bullying has been confirmed as appropriate. At this stage we will consider if it is helpful to inform parents and which parents should be informed (Bully? Victim? Bystanders?). If parents are involved at this stage we will explain why an incident has been classified as bullying and what we are doing in school to resolve the issue.
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable
- Always follow up incidents after a time to see whether they have been resolved. We will keep in touch with the person who reported the situation and parents/carers. This includes referring parents to our Complaints procedure if they are not satisfied with the schools actions
- Use a range of responses and support appropriate to the situation. These may include - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate

- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of online bullying or hate crime.

Please note that **responses may vary according to the type of bullying** and may involve other agencies where appropriate to support the young people involved.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident using our electronic system, CPOMS, and the anti-bullying coordinator will be notified.

The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings.

This information will be presented to the governors as part of their termly reports

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these for their own information and to inform planning of interventions.

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Crossdale Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Crossdale Ways to Wellbeing that promotes clear strategies for teaching pupils for recognising and regulating emotions ('Wellybeing' day in the summer term, half termly wellbeing assemblies).
- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values (nominated diversity leaders in Y5, BV certificates awarded half termly).
- Marvellous Monday Assembly each Monday where, along with academic achievement, children's positive behaviour towards others is celebrated with our Conduct Cup.
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/RSE/Citizenship lessons
- Visitors of different faiths to assemblies/lead themed days
- Celebration events
- Student voice, school & eco council
- Playground Buddying
- DARE programme
- Online safety curriculum (Education for a Connected World) – digital leaders (Y6)
- Safeguarding blog with regular online safety updates.
- ELSA Support – including specific interventions for individuals and identified groups e.g. lego/art therapy.

1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice
- Counselling and/or Mediation schemes
- Small group work

2. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
3. Support for parents/carers
 - Parent information events/ information-on the school website
4. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities
 - Encouraging all staff to model expected behaviour

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Online bullying and online safety
Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)