



ANTI-BULLYING POLICY

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 bullying incidents seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

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 premeditated and calculated rather than thoughtless or accidental. Bullying can be physical, verbal or emotional and can take place either directly or indirectly (isolation, spreading rumours etc.), including the use of technology/the internet (cyber bullying).

The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

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, bi-phobic 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
- Gender based violence/sexual assaults
- Sexting

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. Our robust logging system (CPOMs) also allows us to gather evidence that can help us to better investigate cases of alleged bullying and resolve issues.



We take a number of pro-active steps to combat bullying, including the delivery/implementation of:

- 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.
- NSPCC workshops
- Playground buddies (to offer support to all pupils, including those who may have been the target of bullying)
- Restorative sessions provide support to targets of bullying and those who show bullying behaviour

We also take a pro-active approach towards encouraging:

- Co-operative and good behaviour
- Positive self-esteem
- Opportunities for discussion
- The celebration of difference and diversity
- Equality and diversity
- Challenge of stereotypes

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 to a teacher/member of staff
- Tell a playground buddy who in turn can help them tell a member of staff
- Tell an adult at home
- Call ChildLine to speak with someone in confidence on 0800 1111

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, reporting any relevant incidents using CPOMs

SENIOR STAFF: The Senior Leadership Team and the Head of School 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.

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 messaging 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.

Responding to bullying

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

- Staff will record the bullying using CPOMS.
- Designated school staff will monitor incidents reported, analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the Head of School 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. The school behaviour policy will be used as necessary. They will discuss with the target's class teacher to devise a plan of action
- Staff will keep parents informed.
- 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 Head of School 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.

Additional information:

Share MAT Behaviour Policy (in conjunction with the Millbridge appendix)
Share MAT Safeguarding Policy
Keeping Children Safe in Education

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

Bi-phobic language/bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Bi-phobic 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. Bi-phobic 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?'