

## **Anti-bullying**

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## **Anti Bullying**

### **Statement of intent**

At Broadbottom CE (VC) Primary School we believe that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. The emotional wellbeing of all our children and staff are of paramount importance to us and we will therefore deal with any instances of bullying that may arise in an effective manner. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant, and supportive ethos at the school.

The Education and Inspections Act 2006, section 89, outlines the measures that must be in place, to encourage good behaviour and prevent all forms of bullying amongst pupils. These are included in the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at Broadbottom CE (VC) Primary School we do not tolerate bullying..

## 1. Legal framework

1.1 This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010 • Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

1.2 This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

1.3 This policy operates in conjunction with the following school policies:

- Behavioural Policy
- Cyber Bullying Policy
- Child Protection and Safeguarding Policy

## 2. Definition

2.1 For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

2.2 Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relation

2.3 Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

2.4 Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities

2.5 Bullying is NOT:

- An isolated incident
- Not liking someone
- Accidentally bumping into someone
- Making other children playthings a certain way
- A single act of telling a joke about someone
- An argument or disagreement
- Expressing unpleasant thoughts or feelings about someone
- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

All of the above, although unpleasant, will not be treated as bullying, if they are isolated incidents, but will be dealt with under our Behaviour Policy.

### 3. Types of bullying

3.1 Many kinds of behaviour can be considered bullying and can be related to almost anything.

3.2 Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur

3.3 Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)
- Damage to property or theft

3.4 **Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986

3.5 Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

- 3.6 **Transphobic bullying:** Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.
- 3.7 **Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.
- 3.8 **Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal, or non-verbal sexual dimension/dynamic that subordinates, humiliates, or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.
- 3.9 **Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g., SEND or mental health issues.
- 3.10 **Relational bullying:** Bullying that primarily constitutes excluding, isolating, and ostracising someone – usually through verbal and emotional bullying.

## 4. Roles and responsibilities

- Designated Safeguarding Lead: Joanne Marrow (Headteacher)
- Deputy Safeguarding Lead: Leanne Hawkins (Assistant Headteacher)
- Designated Safeguarding Governor: Kate Sanderson (Chair of Governors)

### 4.1 The **Governing Board** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy considering these.

### 4.2 The **Headteacher** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members

### 4.3 The **Assistant Head** is responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, if more serious bullying incidents occur.
- Record keeping on CPOMS and alerting the Headteacher

#### 4.4 **Teachers** are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Record keeping on CPOMS and alerting the Headteacher

#### 4.5 **Parents** are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or are involving in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing their child's class teacher of any changes.
- Not approaching other parents or children directly and allowing school to follow their procedures to investigate any claims of bullying.
- Reinforcing the school's expectations of behaviour both in and outside of school with their own children.

#### 4.6 **Pupils** are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

## 5. **Statutory implications**

### 5.1 The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, victimisation, and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

- 5.2 The school understands the importance of taking bullying seriously, under the Human Rights Act (HRA) 1998.
- 5.3 The Headteacher will ensure that this policy complies with the HRA; the Headteacher understands that they cannot do this without fully involving their teaching staff
- 5.4 Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:
- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
  - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
  - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene, or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
  - Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment, or intimidation and hate crimes.

## 6. Prevention

- 6.1 As a church school the core values to :  
'Let your light shine' ... Matthew 5-16 is at the heart of everything we do and we encourage all the children to be courageous advocates and to look after one another as one family.
- 6.2 We clearly communicate a whole-school commitment to addressing bullying and raising awareness of the definition of bullying.
- 6.3 Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- 6.4 Educating our children about the harmful effects of bullying through our worships, RE and PHSE curriculum.
- 6.5 Dedicated time within the school year to tackle bullying such as anti-bullying week, mental health awareness week and working with outside providers.
- 6.6 Diversity, difference and respect for others is promoted and celebrated through our curriculum

- 6.7 Seating plans will be organised and altered in a way that prevents instances of bullying.
- 6.8 Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, and sporting activities. All members of the school are made aware of this policy and their responsibilities in relation to it.
- 6.9 All staff members receive training on identifying and dealing with the different types of bullying.
- 6.10 The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.
- 6.11 The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. issues around emotional wellbeing.

## **7. Signs of bullying**

7.1 Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in schoolwork
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

7.2 Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional, or mental health issues, so are still worth investigating

7.3 Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

7.4 In addition, staff will be aware of the potential factors that may indicate a person is likely to have bullying behaviours, including, but not limited to, the following:



- They have experienced emotional problems, which have led to the pupil becoming aggravated
  - They have been the victim of domestic abuse
  - Their academic performance has deteriorated for no apparent reason
- 7.5 If staff become aware of any factors that could lead to bullying behaviours, they will notify a member of the SLT.

## 8. Staff principles

- 8.1 The school will ensure that prevention is a prominent aspect of its anti-bullying vision and is aligned with our behaviour Policy in which our rules are to: Be Ready, Be Respectful and Be Safe.
- 8.2 Staff will treat reports of bullying seriously and they will not ignore signs of suspected bullying.
- 8.3 Unpleasantness from one pupil towards another is always challenged and never ignored.
- 8.4 If there have been **three** or more behaviour incidents involving the **same children**, staff will decide whether at this point if the behaviour constitutes bullying and inform parents of their decision. If it is decided that it is bullying then any further incidents will be recorded as bullying and support put in place for both children in line with Section 12 of this policy.
- 8.5 Staff always respect pupils' privacy, and information about specific instances of bullying are not discussed with others, unless it is in a setting that the victim has given consent to, or there is a safeguarding concern.
- 8.6 Follow-up support is given to both the victim and the bully in the months following any incidents, to ensure all bullying has stopped.

## 9. Cyber bullying

- 9.1 The school has a Cyber Bullying Policy in place, which outlines the school's zero-tolerance approach to cyber bullying.
- 9.2 The school views cyber bullying in the same light as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

## 10. Procedures for reporting and responding to bullying

- 10.1 All reported instances of bullying will be investigated promptly and fairly by a member of staff who will listen to what the child has to say, ask questions, record the

information on our Iris system and make a decision as to whether further investigation is required.

10.2 If further investigation is required a member of SLT will follow these procedures:

- The victim, alleged bully and witnesses will be interviewed separately
- Members of staff will ensure that there is no contact between the pupils being interviewed
- If a pupil is injured, members of staff take the pupil to a first aider for a medical opinion on the extent of their injuries
- A witness may be used for serious incidents
- If appropriate, the alleged bully, the victim, and witnesses, are asked to write down details of the incident; this may need prompting with questions from the member of staff to obtain the full picture
- Premature assumptions are not made, as it is important not to be judgemental at this stage
- Members of staff listen carefully to all accounts, being non-confrontational and not attaching blame until the investigation is complete
- All concerned pupils are informed that they must not discuss the interview with other pupils

## **11.Sanctions**

11.1 If the headteacher is satisfied that bullying did take place, the pupil will be helped to understand the consequences of their actions and warned that there must be no further incidents.

11.2 The headteacher informs the pupil of the type of sanction to be used in this instance (loss of playtime, lunchtime etc.) and future sanctions if the bullying continues.

11.3 If possible, the headteacher will attempt reconciliation and will obtain a genuine apology from the child displaying bullying behaviour. This will either be in writing to the victim, or face-to-face, but only with the victim's full consent. Discretion is used here; victims will never feel pressured into a face-to-face meeting.

11.4 The child who has bullied another will have daily check-ins with their class teacher to further develop their understanding of the impact of their actions but also to see if they need any further support.

11.5 If it is thought necessary, an Individual Behaviour Plan will be put in place.

11.6 In severe cases the headteacher will have the option to implement a fixed term exclusion.

11.7 Parents will be informed of bullying incidents and what action is to be taken

## 12. Support

- 12.1 For the rest of the term after the initial complaint of bullying, the class teacher will monitor the situation to make sure the bullying has stopped
- 12.2 The Deputy Head will liaise with the class teacher to make sure there are no further instances reported.
- 12.3 If necessary, group dynamics will be changed by the class teacher assigning new places in class to ensure the child feels more secure.
- 12.4 The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- 12.5 Key friends will be asked to support the child and inform an adult of any concerns.
- 12.6 If necessary, the victim will be encouraged to broaden their friendships and staff will support in the building of positive friendship groups.
- 12.7 The school will work with the child who was the victim of bullying to build resilience, assertiveness and support their well-being.
- 12.8 Parents/Carers will be invited into school to discuss actions and any other concerns they may have.
- 12.9 The school realises that bullying may be an indication of other underlying issues for the child accused of bullying and we will assess whether there are other issues that need support.
- 12.10 Pupils who have been bullied are supported in the following ways:
- Being listened to
  - Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
  - Being reassured
  - Being offered continued support
  - Being offered counselling, where appropriate
- 12.11 Pupils who have bullied others are supported in the following ways:
- Receiving a consequence for their actions
  - Being reminded of the rights of every child to feel safe and receive an education
  - Being able to discuss what happened
  - Being helped to reflect on why they became involved
  - Being able to accept responsibility for their actions and the impact they have had
  - Being helped to understand what they did wrong and why they need to change their behaviour
  - A Behaviour Support Plan may be put in place

- Appropriate assistance and support from parents

### **13 Bullying outside of school**

13.1 The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

13.2 Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

13.3 Where bullying outside school is reported to school staff, it is investigated and acted on in accordance with this policy.

13.4 In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g., on a school trip. The headteacher is responsible for determining whether it is appropriate to notify the police if an incident is serious.

### **14 Monitoring and review**

14.1 This policy is reviewed every two years by the headteacher and the SLT.

14.2 The scheduled review date for this policy is October 2024