



Inspiring all to learn, care and share

# Anti Bullying Policy

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Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

### **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.

### **Definition of bullying**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying - Several Times On Purpose.

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)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Any other reasons that deems a child vulnerable

No form of bullying will be tolerated and all incidents will be taken seriously.

## 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
- Tell a friend who in turn can help them tell a teacher
- Tell any other adult staff in school
- Tell an adult at home
- Report anonymously through Showbie
- Call ChildLine to speak with someone in confidence on 0800 1111

## Reporting - Roles and Responsibilities

**STAFF:** All school staff, both teaching and non-teaching 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.

**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.

**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 .

**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 on an incident reporting form and also record the incident centrally on CPOMS
- Designated school staff will monitor incident reporting forms and information recorded on CPOMS analysing and evaluating the results
- The Head teacher will produce termly reports summarising the information, which will be reported to the governing body
- Staff will offer support and mediation to pupils and where necessary parents.
- 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 school initiatives such as 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 inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police) need to be involved, particularly when actions take place outside of school

*(See Appendix 1 - Flow chart to deal with bullying)*

### **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

### **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the class thinking book.

### **Prejudice-based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions. ( See appendix 3)

### **School initiatives to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy displayed in all classrooms and in the school corridor and front entrance, ensures all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month.
- 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
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with school council and through the anti-bullying survey
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

### **Training**

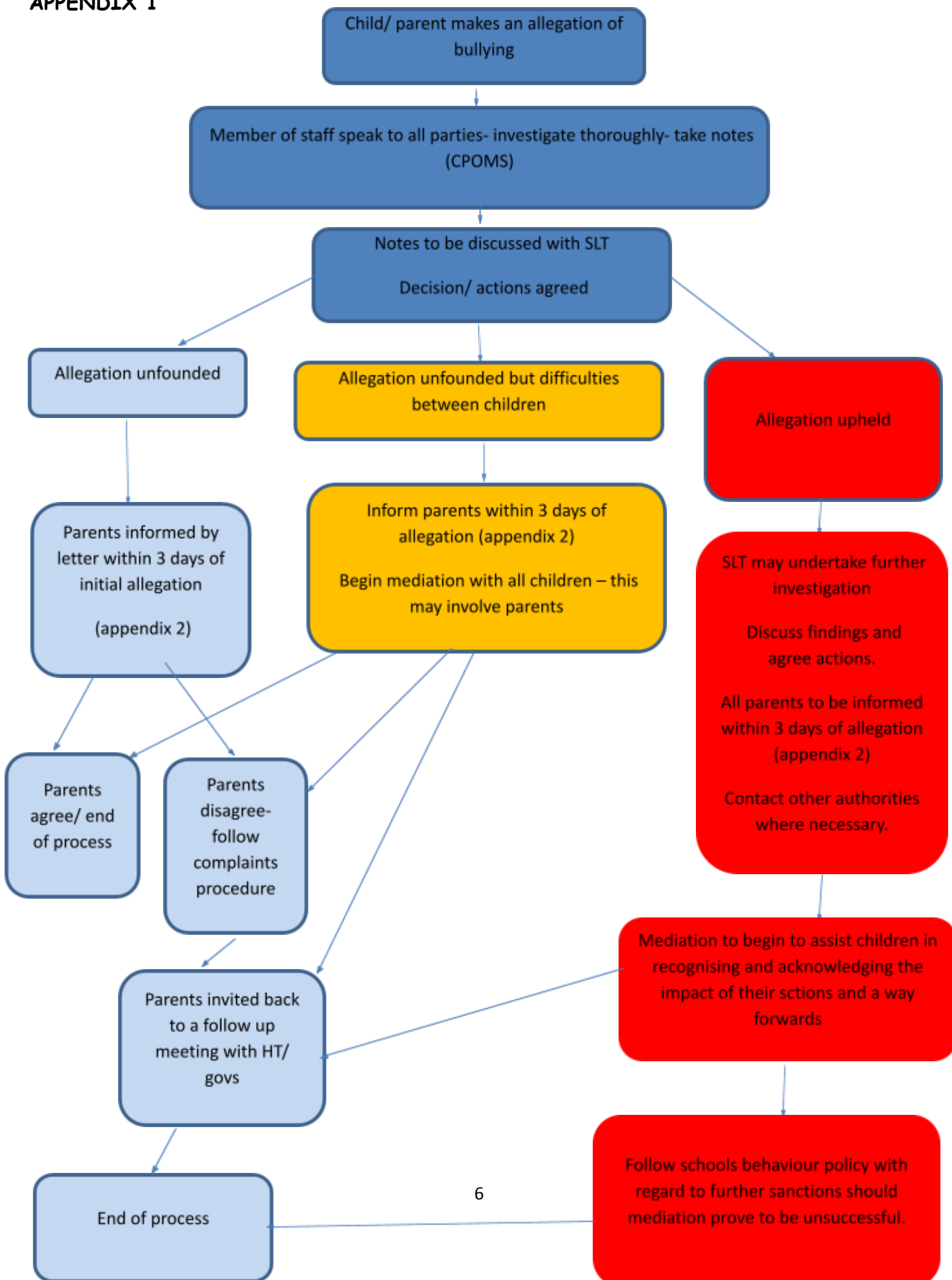
The head teacher is responsible for ensuring that all school staff, both teaching and non teaching receive regular training on all aspects of the anti-bullying policy.

### **Monitoring and reviewing**

The head teacher is responsible for reporting to the governing body, The Trust (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.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

APPENDIX 1



## APPENDIX 2



*"Inspiring all to learn, share and care."*

### ***Actions Regarding an Allegation of Bullying***

**Name of Pupil:                      Year:                                      Date:**

**Nature of Incident:**

**Comments:**

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**Action taken:**

**Person reporting the incident/issue:**

**Was the incident reported verbally to a member of the SLT?**

**Which member of the SLT dealt with the issue?**

**Parental feedback :**

**Further Action :**

## Appendix 3

### Prejudice Based Incident Reporting Form

Date :
Name of staff reporting the incident:
Which member of SLT dealt with the incident :

#### Nature of Incident

Physical	Property	Verbal	Psychological	Cyber
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#### Form of prejudice based incident

Race	Culture	Religion/belief	Sexual orientation	Gender identity
Gender- sexism	SEN	Disability	Appearance/ health	Related to home circumstance

	Name:	Yr Gp:	Teacher:	Other relevant info
Target				
Person responsible				

#### Details of incident:

Date/place/time:
Witnesses:
First incident/ Repeat / Serious:
Relevant supporting info:
Action taken:
Details of others involved/ notified:
Follow up actions:
Date to review:



## Appendix 4

### School Script to Respond to Prejudice based Incidents

Establish Understanding	What did you mean by saying ...?  Do you know what that word means?  Do you understand why it is wrong/ hurtful to use that word ?
Explain meaning	XXX is a word we use to describe.....  We don't use XXX as an insult because it makes people think that being ..... is bad
Use empathy	How do you think you would feel if someone called you names like that?  That language is hurtful to me and to others.  It's really disappointing to hear you using language that makes other people feel bad.
Challenge directly	You know that language is absolutely unacceptable.  If you mean... say ....
Link to ethos/policy	In school we don't use language like that. We are kind, respectful and caring to everyone.  Tell me our rights and responsibilities.
Role play/ direct action	Use school resources to develop further understanding.

Appendix 4

**Parental Response Document**

*Please comment and return as evidence joint discussion/ meeting*

Name of child :

Date:

Reference:

I agree that the information I received is a true representation of my meeting. Yes/No

I am happy with the outcome and feel school is working with me to find a resolution. Yes/ No

Further parental comments/questions/concerns

Signed:

