Worksop Priory C of E Primary Academy

Anti-Bullying Policy

January 2025

Date of review	Summary of changes	Date of next review
10.02.22	✓ Name of new Anti-Bullying Co-ordinator to Mrs G Chambers ✓ Revised detail of how the policy was developed ✓ Recording and record keeping changed to CPOMs	February 2023
01.02.23	No changes	February 2025
January 2025	✓ Name of new Anti- Bullying Co- ordinator to Mrs A Cottingham ✓ Name of the Anti- Bullying Governor to Fr. Spicer ✓ Revised detail of how often the policy is reviewed (biannually)	January 2027

1. <u>Introduction</u>

At Worksop Priory C of E Primary Academy the emotional well-being and happiness of pupils is a high priority. Therefore, our aim is to provide a safe, caring, friendly and supportive environment, in which all children feel able to discuss and resolve any conflicts or issues in an open, honest and non-confrontational way. We believe by offering this caring, family environment that will enable them to learn effectively, improve their life chances and maximise their potential; every individual needs to be valued for their contribution to the ethos and success of the school.

We expect pupils and adults in our school to: feel safe in school; be aware of, and understand, issues relating to safety (such as bullying, e-safety); feel certain that should they need to resolve any worries, concerns or conflicts, they will receive the support that they need, and have confidence that should they need to report bullying behaviour, any issues will be dealt with fairly and promptly.

The school is aware of its legal obligations including the Equalities Act 2010. We demonstrate this by openly discussing differences between people and celebrating diversity.

We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

2. <u>Development of the policy</u>

This Policy was formulated in consultation with the whole school community and everyone was given the opportunity to participate in its development.

Pupils were able to communicate their opinions: through group discussions in lessons and circle times; by talking to pupil negotiators and our School Captains; during Pastoral Care sessions with the Pastoral Care Team, (including the Anti-bullying Coordinator) and through the completion of a questionnaire. The Negotiators and School Council took part in a focus group to discuss the issue of bullying in their school. With the help of the Anti-bullying Coordinator, they have developed a child-friendly version of the Anti-bullying guidelines that (once the Policy is approved by the Governors), will be displayed in prominent places around school. The School Council, Negotiator Captains and Pastoral Care Team will lead an Anti-Bullying week during each Academic Year, where the Policy will be presented and shared with the rest of the school, to remind all pupils of its content.

Adults including: parents, all members of staff (both teaching and non-teaching) and the Governors, were given the chance to discuss the issues involved in bullying and express their views and concerns. They were asked to contribute to the development process by being invited to read and comment on the draft policy, submitting ideas and observations to the Headteacher during this consultation. When the policy is approved by the Governors, the full Policy will be presented to adults working in School at a Staff meeting. The child and parent-friendly versions of the guidelines will be

displayed in prominent places around the school. Should parents wish to read the full Policy it will be available in the Policies Section of the School website and on request from the School Office.

3. Roles and Responsibilities

The Headteacher
The Headteacher has overall responsibility for the Policy and its implementation. Their role includes responsibility for liaising with the Governing Body, parents/carers, LA, SNMAT and outside agencies, and also the appointment of an Anti-bullying Coordinator, who has general responsibility for the implementation of this Policy.

Anti-bullying Coordinator
The Anti-bullying Coordinator in our school is: Mrs A Cottingham

Their responsibilities are as follows:

- Policy development and review - involving pupils, staff (teaching and non-teaching), Governors, parents/carers and relevant local agencies.
- Implementing the Policy, 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 alongside the Senior Leadership Team.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

Governor – Anti-bullying (Behaviour)
The nominated Governor with responsibility for the implementation of the Anti- bullying Policy and Behaviour in our school is: Fr. Spicer

4. Definition of Bullying

At Worksop Priory C of E Academy we believe that bullying is:

'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. Bullying involves an imbalance of power between the instigator and the person impacted. This could involve instigators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways; it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.'

5. 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 to antagonise those, who might be bullying others to get them to bully. Sometimes baiting is secretively used to try to 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 is no intention to hurt and everyone knows its limits.
- Ignorant Banter - Crosses the line, but with no intention to hurt, and the person will often say sorry.
- Malicious Banter - Done to humiliate a person, often in public

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.

6. 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'.

7. 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 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, or 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 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 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.

Cyberbullying
The 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 online
- 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 will encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

8. Reporting and Responding to Bullying

The whole school community (pupils, staff, parents/carers, Governors) is aware of the systems in place, through which they can report bullying.

Posters around the school encourage:
- Pupils who are the victims of bullying behaviour
- Staff and visitors
- Parents/carers
- Bystanders who have witnessed bullying behaviour to report the bullying behaviour/incident to either a Class Teacher, the Pastoral Care Team or the Anti-bullying Coordinator.

Procedures

All reported incidents will be taken seriously and investigated; this process will involve all the relevant parties concerned in the incident.

The following process will be followed when pupils are involved:

- The incident is reported by the victim, other pupils, staff or parents/carers to either a Class Teacher, Teaching Assistant, Lunch Time Supervisor, Office Staff, Headteacher, Senior Leadership Team, Negotiator, the Pastoral Care Team or the Anti-bullying Coordinator.
- Initially, the incident will be investigated by the Pastoral Care Team (which includes the Anti-bullying Coordinator) to ascertain that bullying has actually taken place. A record of this investigation will be kept on CPOMS, labelled 'bullying' if it has been found to have taken place.
- After this preliminary investigation, all parties concerned in the incident will be interviewed by the Pastoral Care Team/Anti-bullying Coordinator/Senior Leadership Team and a record kept of the interviews on CPOMs.
- The parents of the target and the bully involved in the incident will be informed either by telephone, in person or by letter.
- The Anti-bullying Coordinator will liaise with the Class Teacher, SLT and Head Teacher, who will be kept fully informed of the progress of the situation and its eventual resolution.
- A range of responses appropriate to the situation will be used: Restorative Justice, circle of friends, support from staff, individual/group work with victim/perpetrator in Pastoral Care sessions and referral to outside agencies
- The school will not tolerate bullying behaviour, as outlined in the Behaviour Policy. Should the bullying persist, there is a clear system of school sanctions, which will be applied when necessary.
- All incidents are followed-up by the Pastoral Care Team (even when they appear to be resolved) to make sure that the bullying has ceased, does not reoccur and to give on-going support to both the bullied and the bully.
- If the bullying incident has been reported by another pupil, staff member or parent/carer then they are kept informed of the progress and outcome of the situation. If the parent/carer is unhappy with the outcome they are advised on how to follow the complaints procedure.

If adults are involved the process will be the same, but the Headteacher and SLT will be informed immediately so that they can be involved in the investigative process.

9. Recording bullying incidents and evaluating the policy

Bullying incidents will be recorded on the school's electronic reporting system, CPOMs; information and additional details will be supplied by the person to whom the incident is originally reported and follow-up actions will be recorded by those who conduct them.

The information stored will be used to:

- ensure individual incidents are investigated and resolved
- identify trends
- inform preventative work in school, so that appropriate information, training and support can be provided to both staff and pupils
- to inform further development of the Policy.

This information will be presented to the Governors as part of the Annual Report. The Policy will be reviewed and updated biannually.

10. Strategies for preventing bullying

As part of the continuing commitment to the safety, welfare and happiness of pupils at Worksop Priory C of E Primary Academy the following strategies have been implemented to promote positive behaviour and to discourage incidents of bullying:

Curriculum and whole school.
- PSHE lessons including the Anti-bullying themes.
- Participation in specific preventative programmes
- Whole school participation in Anti-bullying Week
- Curriculum input during IT lessons on areas of concern for the whole school eg. Cyberbullying, Online safety, Sexting and Grooming.
- British Values – in Assemblies, the curriculum and as a central aspect of the school's Christian ethos.
- The School Council, which gives all pupils a voice in school, and is where any issues can be raised.
- The playground Negotiator scheme (a peer mediation scheme, run by specially trained pupils), which enables children to independently resolve minor conflicts and friendship issues on the playground.
- Child and parent friendly versions of the Policy shared with stakeholders and displayed around school and on the website.
- School rule – Respect yourself, respect other people, respect your school.
- 'Rude, Mean, Bullying' Poster used consistently across school.
- Celebration of good behaviour and achievement eg. stickers, signatures, raffle tickets, prizes, Good News Assembly, certificates.

11. Reactive programmes for vulnerable groups or those involved in bullying

- The Pastoral Care Team are available for pupils who are experiencing difficulties. In Pastoral Care, children are given the support and opportunity, through discussion and the development of appropriate strategies, to resolve problems and issues in a non-confrontational way
- Restorative Justice
- Conflict Resolution
- Boxall Profile/Emotional Literacy Assessment (7 to 11 years) – these are used to highlight vulnerable pupils, who can receive targeted intervention appropriate to their needs eg. work on: empathy, self-esteem, Emotions Programme
- Home/School Behaviour Card/Agreement

Support for parents/carers.
- Parent groups/extended schools
- Parent information events/information
- Parent friendly version/Guidelines – simple explanation of what bullying is, what to do and how to report bullying

Support for all School Staff.
- Training and development for all staff

12. Links with other policies

Behaviour Policy
Child Protection and Safeguarding Policy
ICT Acceptable Use Policy
Equality and Diversity Policy
PSHE Policy
Confidential Reporting and Whistleblowing Policy

Appendix 1

Some useful organisations for schools

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying, and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners
Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety, and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.