



BIRKLANDS
PRIMARY SCHOOL

Anti-bullying policy



Birklands Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone, including staff, is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. All members of our school community adhere to the principles of being: **'Ready, Respectful and Safe.'**

Inter-twined into our school mantra- Work hard. Be Kind. Together makes success is the belief that we should equip our school with the skills and knowledge needed to prepare them for life today and in the future. We want all children to feel respected and safe- as indicated within our school rules.

We aim for all of our children to develop tolerance of others and a respect for everyone and everything they encounter.

We recognise that it is our responsibility to understand of the community we 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 respectfully, safely, feel safe in school and with those peers they know from school, 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.

As a school we recognise that the term 'bullying' is used on many occasions to describe a 'falling-out.' However, this does not mean we are dismissive of an incident. All allegations are dealt with in the same manner.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as considering 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 reflects 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 - reviews at staff briefings and meetings following inspections or monitoring
- Governors - discussions at governors' meetings
- Children and young people - pupils contribute to the development of the policy through the school council and class debates during Say no to bullying week, Parliament week etc

This policy is available:

- On our school website
- From the school office via email

Roles and responsibilities

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

The Anti-bullying Coordinator in our school is: the AHT-Mr Cohen
Supporting Governor is: Mr Gibbon

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.

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-definitionbullying

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 - 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 e.g. a target and a ringleader, it often takes place in the presence (virtually or physically) of others who become reinforcers, outsiders or assistants. Bullying can take place between anyone (children, staff, parents, groups or individuals) and all incidents are taken seriously. This policy refers to bullying between anyone.

Behaviour often associated with bullying:

Relational conflict and retaliation We provide regular in-depth discussions and lessons based on using ineffective responses following incidents of bullying, retaliation, or relational conflict such as, "It was just a joke!" or "I was using self-defence" or "They did it first". These are explored across school so that children are accountable for their responses and actions. We strive to help children understand that we do make mistakes, but it is how we respond following an incident that counts – trying to restore, show remorse and emotional empathy. We work with all children to ensure they understand the difference between retaliating and appropriate defending (see appendix for defending techniques explored with children).

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 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'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

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.

Peer on Peer Abuse (also see Peer on Peer policy)

This can include but is not limited to:

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

Sexist and sexual bullying

Sexual Harassment is 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.

Why are children and young people bullied?

Bullying often takes place when someone is perceived to be different and that is used as a tool to exercise power over another.

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 the **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 for monitoring purposes.

Other vulnerable groups include:

- young carers.
- children looked after or previously looked after
- bullying related to home circumstances.
- bullying related to appearance or health.

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for children looked after who will liaise with staff and children to ensure that they are supported and know where to go for help. There is no hierarchy of bullying – all forms are taken 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. Dismissing such language as banter is not helpful as it is being used 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. We will support children with their understanding of the language used and the impact it may have. 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, in the local community, online 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 encourage good online behaviour.

Reporting bullying

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

Children including outsiders (bystanders) and defenders

Children are encouraged to report all incidents to an adult. This is explored in PSHE lessons.

Every classroom has a worry box where children can leave an anonymous concern for their teacher during any time of the school day. At the side of each worry box is a report form if a child wishes to report an incident of bullying or conflict. Children can fill these in independently or ask to sit with an adult to complete it.(see appendix 1)

Parents/carers

Parents are also encouraged to inform school if their child reports any concerns to them. Staff will investigate these concerns to gain a picture of any incidents. Best practice is to speak to the class teacher first before talking to a member of the SLT if they feel concerns have not been resolved.

All staff and visitors

Class teachers will check with other staff who provide care such as outside providers about whether they have any concerns. More regular staff such as midday supervisors, lunchtime sports providers and teaching assistants are encouraged to report any incidents to class teachers or the SLT depending on the incident/concern.

Procedures and responses

All reported incidents will be taken seriously and investigated involving all parties. All staff are aware of and follow the same procedures.

1. An incident of bullying or conflict is reported to or identified by an adult in school.
2. A detailed incident record is filled in
3. All information of the record should be passed to the class teacher by the adult recording it.
4. The Head of School and/or Anti-bullying lead will be informed, and suitable outcomes/solutions will be decided upon.
5. The appropriate member staff is encouraged to discuss the incident with parents/carers following discussions in school about the response outcome (solution).

Examples of responses (depending on incident):

- Interviewing all parties including target/s, ringleader/s and other roles involved. (Consider the context of individual cases including any protected characteristics for target and alleged bully and how this may influence any actions taken).
- A conversation or meeting with Parent/carers.
- Use of follow-up responses and support, appropriate to the situation for all involved such as: solution focused, self-esteem work, whole class PSHE lessons, restorative approaches, circle of friends, peer support/mediation, individual work with targets, perpetrators, outsiders and others affected by the bullying, referral to ELSA Teaching Assistant, referral to Peace of Mind counselling or outside agencies if appropriate.
- Implementing appropriate sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out the message that bullying is unacceptable and taken seriously at Birklands Primary e.g fixed-term exclusions,

internal exclusions, withdrawn from some playtimes – but possibly spent restoring with a buddy, a lunchtime reflection, apology work, withdrawn from a trip or school production.

- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate e.g seeking help from educational psychologists or social services.
- Following up all reported incidents, keeping in touch with the person who reported the situation and parents/carers to check the effectiveness of actions and reassess if necessary.
- Liaising with the wider community if the bullying is taking place off the school premises e.g cyberbullying or hate crime.
- Liaise with the DSL if there are any safeguarding issues to consider, who may refer on to the MASH.
- Liaise with the lead for young carers and looked after children where appropriate.
- Refer to the Nottinghamshire County Council Pathways to Provision and complete an EHAF if appropriate.
- Having a clear complaints procedure for parents/carers who are not satisfied with the school's actions.

Recording and monitoring bullying

All bullying incidents will be recorded on the safeguarding app by the member of staff who deals with the incident and this will be monitored by the anti-bullying coordinator and Head of School. Termly incident updates will be shared with Governors through the Head Teacher's report. Prejudice related incidents should no longer be reported to the local authority but will be recorded by school to inform planning for interventions. Information stored in school 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. This information will be stored in accordance with GDPR and presented to the governors as part of the annual report.

Strategies for preventing bullying

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

- We actively promote the celebration of difference and diversity as part of our core values
- Termly whole school lessons to recap our 'approaches and ethos in school
- Parliament week and Anti-Bullying week annually in November, Children's Mental Health Week and Safer Internet Day in February.
- Weekly PSHE lessons with a focus on retaliation/self-defence/defending approaches/tell someone/safety first, charity work and cross curriculum themes including work on challenging prejudice - related language and behaviour and challenging unconscious bias.
- Celebration events
- Meaningful texts used in English to explore different topics and real-life events.
- Specific curriculum input on areas of concern such as cyber bullying, internet safety, staying safe, consent
- Pupil voice e.g school council, stakeholder questionnaires.
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- We ensure that images and materials used reflect all groups in British society
- Open and honest reporting systems in class and across school
- Counselling e.g via Peace of Mind counselling

- Mediation or restorative sessions e.g through our lead midday, class TAs and our ELSA lead
- Small peer group mediation work with a TA

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities.
- Staff training around curriculum delivery of RSHE related areas.
- Expect all staff to model expected behaviour.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Mencap – www.mencap.or

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall www.stonewall.org.uk

The lesbian, gay and bisexual charity.

Educational Action Challenging Homophobia (EACH) www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

School's Out www.schools-out.org.uk

Beatbullying www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International www.childnet-int.org

The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – www.theredcard.org.uk

Appendix 1- Report form for pupils



My name is _____ and I would like to report a bullying incident/ concern

Who has been bullied? Do they feel safe? (in school, walking home, online)	
Who was being unkind/ doing the bullying?	
Describe what happened	
Who else was involved? Did they do anything or were they a by-stander?	
When did it happen?	
Where did it happen?	
Has this happened before?	
What would you like to happen now?	

Appendix 2:

Questions to consider when carrying out a restorative session/conversation following an incident. A restorative session should not be judgemental. A pupil should not be forced to say sorry. The conversation/ session should be carried out 1:1 with an adult and the offender.

1. What happened?
2. What were you thinking at the time
3. What have your thoughts been since the incident?
4. How did you feel at the time?
5. How do you feel now about what has happened?
6. Who has been affected by what happened?
7. What needs to happen to make things right?
8. What can we do to help you now?