Anti-bullying Policy

Brixworth CEVC Primary School

Approved by: Headteacher	Date: September 2022

School Mission – 'Be the best that you can be'

Academically, socially, emotionally, physically and spiritually within a safe, healthy, inspirational and enjoyable environment. Through our core values of **Respect, Aspiration, Inclusion and Excellence** we want every child to reach their God given potential.

School statement on bullying

At Brixworth CEVC Primary School, we believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

Related policies include: the Behaviour Policy and the Equality Policy

Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

Behaviour often associated with bullying

- physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- verbal (e.g. name calling, ridicule, comments)
- cyber (e.g. messaging, social media, email)
- emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- visual/written (e.g. graffiti, gestures, wearing racist insignia)
- damage to personal property
- threat with a weapon
- theft or extortion.

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 secretively 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

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.

Other vulnerable groups include

• bullying related to appearance or health

• 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 with any other form of bullying.

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 MyConcern 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 classroom log.

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 on line

 - 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.

Bullying can take place between:

- young people

- young people and staff

 - between staff

- individuals or groups

Reporting bullying

If pupils are being bullied, they are encouraged to tell their teacher or another member of staff at the school.

Reporting- roles and responsibilities

- Staff

All staff have a duty to challenge bullying (including HBT bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

- Senior staff

The Senior Leadership team and the Headteacher 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.

The Headteacher is responsible for anti-bullying in the school.

- Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

If parents/carers are concerned that their child is being bullied they should arrange to meet with the class teacher initially. If after this the bullying continues then they should arrange through the school office to meet with the Headteacher or Deputy Headteacher.

- Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.

Responding to bullying

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

1.   An initial discussion will take place between staff and the HT or DHT.

2.   Staff will then record the bullying on an incident reporting form and also record the incident centrally on MyConcern, attaching the incident form with it (see Appendix 1).

3.   Designated school staff will monitor incident reporting forms and information recorded on MyConcern analysing the results.

4.   The Headteacher will produce termly reports summarising the information and this will then be reported to the governing body.

5.   Support will be offered to the target of the bullying from the class teacher or an identified teaching assistant.

6.   Staff will proactively respond to the bully who may require support from the class teacher or an identified teaching assistant.

7.   Staff will assess whether parents and carers need to be involved.

8.   Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

School strategies to prevent and tackle bullying

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

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. This policy is available on the school website.
- We have an anti-bullying group which meets twice a term to develop new initiatives and raise the profile of Anti-bullying across the school.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- PSHE lessons provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.

- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Each year we take part in the national Anti-bullying week.

Training

The Headteacher is responsible for ensuring that all school staff (including teaching assistants and midday supervisors) receive regular training on all aspects of the anti-bullying policy. All staff have ongoing access to online training from the Anti-bullying Alliance.

Monitoring the policy

The Headteacher is responsible for monitoring the policy on a day-to-day basis and is also responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Headteacher 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. (see Appendix 2). The Governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

Appendix 1: Bullying and Prejudice related Incidents report form

Section 1: Staff details Date completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to The Headteacher.

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

☐ **Bullying**
☐ **Prejudice related incident**

Nature of incident: Tick all that apply

☐ **Physical** (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
☐ **Verbal** (e.g. name calling, ridicule, comments)
☐ **Cyber** (e.g. messaging, social media, email)
☐ **Emotional/indirect/segregation** (e.g. excluding someone, spreading rumours)
☐ **Visual/written** (e.g. graffiti, gestures, wearing racist insignia)
☐ **Damage to personal property**
☐ **Threat** with a weapon
☐ **Theft or extortion**
☐ **Persistent Bullying**

Form of bullying or incident: Tick all that apply

☐ **Race** – racist bullying
☐ Sexual orientation – **homophobic**
☐ Sexual orientation – **biphobic**
☐ Special educational needs (**SEN**) or **Disability**
☐ **Culture** or **class**
☐ **Gender identity** – transphobic
☐ **Gender** – sexist bullying
☐ **Appearance or health conditions**
☐ **Religion or Belief** related
☐ Related to home or other personal circumstances
☐ **Other** or non-specific

Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations.

	Name:	Age/year group:	Form/tutor group:	Other relevant information (e.g. gender, SEN, disability, religion):
Target of bullying/incident				
Person responsible for bullying/incident				

Details of incident						
Date:		**Place:**		**Time:**	
Witnesses:					
Repeat incident or serious incident:					
Any relevant supporting information e.g. witness accounts/screen grabs:					
Action taken: (These must be: SMART, specific, measurable, agreed upon, realistic, and time-based)					
Details of others involved or notified:					
Actions for follow up:					
Date for reviewing:					

Appendix 2: Incident log and report to governors

All incidents reported via a form (Appendix 1) should be recorded centrally. The data collected should be regularly monitored and analysed by the designated staff responsible for anti-bullying. They should analyse any trends in HBT bullying.

This data should also be reported to the governors and to the local authority (where applicable). The governors are responsible for evaluating the effectiveness of the school's policies and approach. The data on incidents of bullying that has been collected and analysed will help to identify any further steps that need to be taken to prevent and respond to bullying.

The incident log should reflect the categories of the reporting form.

Incident Log	
Nature of incident	
Form of incident	
Date of incident	
Place	
Time	
Aggressor profile	
Target profile	
Repeat incident/serious incident	
Action taken and feedback from target	

Analysis of data
[An analysis of the data (including any trends/patterns and any background information that might relate to trends) should be included here.]

Actions to be taken
[Any actions to be taken in light of the analysis of the data should be outlined here.]