

Great Bowden Academy

Church of England Primary School



ANTI-BULLYING POLICY

2022-2024

This policy replaces	Anti- Bullying Policy (2019-2021)
Date policy approved by Governing Body	29 th September 2022
Date of next review	September 2024
Reviewer	RB and SB (with SLT)

ANTI-BULLYING POLICY

Our school vision is –

At Great Bowden Church of England Academy our vision is for each member of our school family to experience life in all its fullness both now and in the future. We are an inclusive welcoming community valuing everyone for who they are and enabling all to flourish.

Our school values are –

Wisdom, thankfulness, peace, service, endurance and koinonia

Our three school rules are -

Be Ready, Be Respectful, Be Responsible

This policy should be read in conjunction with 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' by the Church of England as well as the following school policies:

- Child protection policy/ KCSiE
- Spiritual, Moral, Social and Cultural Education
- PSHE
- SEND
- Equalities policy
- Teaching and Learning policies
- Behaviour Policy
- Acceptable use policy
- E safety policy

This policy takes due regard of the following documents:
Preventing and Tackling Bullying, DfE 2017
Equality Act 2010
Guidance from the Anti-Bullying Alliance

Statement of Intent

We are committed to providing a caring, friendly, and safe environment for all of our children so they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be taken seriously and dealt with promptly and effectively. This is a *TELLING* school. We are committed to creating a positive environment where

children feel safe and know they can trust and tell adults if they are being bullied or know about any bullying happening. This means that **anyone** who knows that bullying is happening is expected to tell the staff. Every pupil has the right to feel safe and be protected when feeling vulnerable. All staff will know the signs of bullying and the procedures they must follow if bullying is suspected.

What Is Bullying?

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

(ANTI-BULLYING ALLIANCE)

Bullying is - Several Times On Purpose.

- Incidents of bullying can include:
- Physical - hitting, jostling, kicking, violence, taking belongings, damaging or stealing personal property, intimidation, extortion, threats
- Verbal – name calling, teasing, intimidation, threats, telling tales with the express purpose of causing trouble
- Psychological (Indirect/ emotional) - being intentionally unfriendly, excluding, tormenting looks, spreading rumours/ malicious gossip
- Cyber – threatening texts or messages via internet, mobile phones, chat rooms, social media

- Specific types of bullying include:
- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation – homophobic, biphobic.
- Bullying related to gender identity - transphobic
- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.

At Great Bowden Academy we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately.

We understand that bullying can take place between pupils, between pupils and staff, or between staff, of staff by individuals, parents or groups. This could be by face-to-face, indirectly or using a range of cyber bullying methods.

We understand that all children have disagreements with each other, and friends fall out for a time - this is not usually bullying.

ROLES WITHIN BULLYING

- Different roles within bullying have been identified:
- Those relying on social power, dominating others, often with group support (ringleader).
- Others joining in and therefore afraid of ringleader (associates).
- The awareness of a silent majority that bullying is taking place but feeling unable to do anything about it (bystanders) and by doing nothing accept the bullying
- Those who try to stop bullying (defenders).

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a target of bullying. Everybody has the right to be treated with respect. Anyone found to be bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Our Anti-Bullying Procedure

Any complaint by a child that they are being bullied must be taken seriously and will be recorded in the school Behaviour Log – CPOMS. The adult should check whether the reported incident(s) is bullying (i.e. Several Times On Purpose).

If a one-off incident, follow school Behaviour Policy. Where appropriate, ensure that adults (e.g. class teacher, lunchtime supervisor) are aware of the child's concerns in case of any further incident and remind them to report any further incidents. Monitor.

Use of CPOMS Log is essential for monitoring patterns in behaviour and can be accessed by all school staff.

If STOP or unsure:

Where bullying may be happening, discuss in detail with the target of bullying. Identify what is happening, when, where and how. This will require patience and understanding. Clarify whether bullying has taken place. This information will be stored on CPOMS

Discuss with the perpetrator. Ask them to tell the truth about the situation. If they admit incidents, confirm that incidents have been Several Times on Purpose. Explain that these incidents are bullying and that if there is any repetition then there shall be further consequences in line with the school Behaviour Policy. Talk about forgiveness and discuss with the perpetrator how they can change their behaviour. If they do

not admit to the incidents, then further investigation will be required which may involve other children being spoken to or asked to provide written or drawn accounts.

Once bullying has been confirmed, the "Behaviour Incident Report" should be uploaded to CPOMS alerting the Executive Head teacher/Head of School. Key adults around the school will be made aware of the situation. The target of bullying will be given support including friends asked to help and named adults who will provide additional support. Parents of the target of bullying and the child with bullying behaviours will be informed.

If a criminal offence has been committed, then the Head will contact the police.

Reporting and Recording

All incidents must be reported and recorded in full, and the records kept on CPOMS. Blank incident report forms are kept in the staffroom for support staff to use, these must be passed to the Executive Head/head of school immediately for them to put on CPOMS. The Head of school will report to Governors each term in their termly report. This record of bullying will enable patterns to be identified. Class teachers have the responsibility to 'pass up' information on bullying to a child's new teacher as part of the end-of-year transition process.

Supporting Pupils

If a child is the target of bullying:

Staff, who deal with pupils who have been the target of bullying must always offer reassurance. Pupils who have been the target of bullying will be given support. For example:

- they will be reassured that things will improve and that any subsequent incidents will be dealt with severely.
- a named member of staff will be identified who will be readily available to talk to them over the forthcoming weeks.
- regular checks to ensure that the bullying has stopped
- individual strategies as discussed with the child and their parents

If a child has shown bullying behaviour:

It is recognised that support must also be given to the harmer. Changing the attitude and behaviour of a child with bullying behaviour will be part of the responsibility of the positive procedures used by the school. However, the

school recognises that sanctions will also have to be used against children who show bullying behaviour.

All the children concerned should be fully involved in the discussions leading up to the solution and should not be left feeling isolated. Honest group discussions that involve both the targets of bullying and children with bullying behaviour, with other children of their choice attendant and encouraged to participate, help the children to resolve the matter themselves with support and vigilance from the staff and is the most effective way. Parents will need to be kept fully informed.

HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM

- Anti-Bullying Education in the Curriculum
- The school will raise the awareness of the anti-social nature of bullying through PSHE, school assemblies, Vision Ambassadors and in the curriculum as appropriate.
- The PSHE Leader is responsible for initiating and developing an anti -bullying programme as part of the PSHE curriculum.
- All teachers are responsible for introducing anti-bullying material in their lessons where appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.
- Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions. We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

BULLYING OUTSIDE SCHOOL

Bullying can happen outside the school premises. This can include

- the journey to and from school
- the local community
- during extracurricular activities linked to the school such as breakfast/ after school clubs, sports and school trips
- online

The school will support pupils who are the target of bullying outside of the school. Where this is brought to our attention, we will follow our anti-bullying procedures to ensure that the target is fully supported.

SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent bullying. Sanctions are determined by the nature of the bullying on a case-to-case basis.

Sanctions might include:

- Writing a letter of apology
- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Where a criminal offence has taken place then the police will be contacted
- Fixed term and permanent exclusion from school - an exclusion would only be considered in a case of extreme and continuing bad behaviour, bullying, sexual harassment etc.

INVOLVING PARENTS

Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it.

Parents will be informed of the policy and procedures.

Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

CHILD ON CHILD ABUSE

Child on child abuse will not be tolerated. Further information about this can be found in our Child Protection Policy. See Appendix 2 for more details.

THE ROLE OF GOVERNORS

A lead Anti-Bullying Governor will liaise with the Head over all anti-bullying strategies and be made aware of individual cases where appropriate. The governing body will discuss, review, and endorse agreed strategies and will discuss the Head's report on the working of this policy.

THE ROLE OF SLT

The Executive Head, along with the Head of School, has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils. The Heads of School will:

- ensure that all staff have an opportunity of discussing strategies and review them regularly.
- determine the strategies and procedures.
- discuss development of the strategies.
- ensure appropriate training is available.
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils.
- report termly to the governing body.

- be responsible for the day-to-day management of the policy and systems.
- ensure that there are positive strategies and procedures in place to help both the targets of bullying and children with bullying behaviour.
- refer and liaise with inter agency working groups if necessary.
- ensure proper record keeping.
- ensure adequate supervision of cloakrooms and playgrounds.

The Role of Staff

- be responsible for ensuring that the school's strategies for preventing and dealing with bullying are put into practise including ensuring the teaching of the anti-bullying programme in PSHE.
- know and use the school's anti bullying procedure. Report and log all incidents of behaviour on CPOMS and look for any patterns of behaviour
- be observant and talk to pupils; be aware that "low-level" bullying can often be missed yet can have a serious impact on a person over a period of time
- take action to reduce the risk of bullying at all times and in places where is most likely
- actively promote a caring co-operative ethos which encourages respect and acceptance
- educate children to have an awareness of the needs of others, ensure that discussion on relationships is a prominent part of children's personal and social development.
- be aware of and tackle any prejudice driven language and encourage children to respect all points of view
- during playground duties staff will look out for situations where children seem unhappy. They will then intervene quietly and sensitively.
- give support to both targets of bullying and children with bullying behaviour
- listen fairly to all accounts of any incident
- work with parents where bullying is suspected

Information for Parents

- Be aware that bullying usually takes place over a period of time and is not a 'one off' incident
- Talk to school staff immediately if you think your child is a target of bullying or is a child with bullying behaviours
- Try to stay calm and bear in mind that the teacher may have no idea that your child is a target of bullying or may have heard conflicting accounts of an incident.
- Listen to your child and other children

- Watch out for signs of distress in your child
- Keep a written record if the bullying persists e.g. what, when, where?
- Support your child and encourage him/her to tell a trusted adult at school about bullying incidents
- Don't condone bullying by encouraging child to hit back
- Stay in touch with the school and let them know if things improve as well as if problems continue.

Information for Pupils

- Report bullying - Start Telling Other People - bullying must not be ignored
- W.A.I.T. (Walk Away; Ask them to Stop; Ignore or Tell an Adult)
- Use your S.T.A.T.S. (Stay Calm; Try Not To Look Upset; Assert Yourself; Tell Someone; Stay With Friends)
- Play with children who are on their own
- Assemblies will discuss bystander behaviour and how children have the power for good.
- Peer Supporters are trained to look out for children who are unhappy and to tell an adult if they cannot sort out the problem themselves

Confidentiality

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Child protection procedures must be followed when any disclosures are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving child protection issues, staff must make a careful judgement whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/ guardian

At Great Bowden Academy, all children are listened to sensitively and objectively and all incidences of bullying are taken seriously.

Although the school cannot guarantee confidentiality pupils will be informed of national and local helplines, if appropriate, where confidentiality can be maintained.

Cyber Bullying

No pupil mobile phones are allowed to be with children during the school day. If a child needs a mobile phone to contact parents after school, then they must leave the phone in the office and collect it when they leave school.

The school recognises that many pupils have mobile phones outside school and to that end:

- ensure that children understand how to use technology safely, as well as the risks and consequences of mobile phone use.
- staff have a duty to make sure that they are familiar with their role in dealing with cyber bullying.
- Children who are targets of bullying should keep emails and text as evidence for tracing and possible police action.
- the school has a code of conduct for use of the net and access is screened by a variety of blocks which are updated regularly.
- Teachers must teach safe internet use and strictly apply all school policies.

Please see the Acceptable Internet Use Policy for more information on how to stay safe on the internet.

Monitoring the effectiveness of our approach

The Executive Head and Head of School, will analyse the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head of school will report to the governing body in their termly report

Complaints

Where parents/ carers are not happy with how the school has managed an incident of bullying, they should follow the Trust Complaints policy.

Review

This policy will be reviewed every two years. Staff, parents and pupils will be encouraged to participate in the review of the policy. We will also use the guidance from the Leicestershire Anti-bullying Team to help keep our policy up to date.

Appendices

Appendix 1

Signs and Symbols

A child may indicate by signs or behaviour that he or she is worried about something, and this could include being bullied. Adults should be aware of these possible signs, and they should investigate if a child:

- is unwilling to go to school.
- becomes withdrawn, anxious or lacking in confidence.
- starts stammering.
- attempts or threatens self-harm.
- cries herself to sleep at night or has nightmares/ bedwetting.
- regularly feels ill in the morning.
- begins to do poorly in schoolwork.
- comes home with clothes torn or books damaged.
- has possessions go missing.
- has unexplained cuts and bruises.
- stops eating.
- is frightened to say what is wrong.
- is frightened of walking to or from school; or changes her usual routine.

All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.

Strategies to Reduce Bullying

Great Bowden Academy may adopt a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support targets of bullying and a child with bullying behaviour. These include:

- simple school rules, regularly stressed to all children
- writing a set of class rules
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- participating in role-play
- having discussions about bullying and why it matters
- exploring the issues surrounding bullying during PSHE sessions
- co-operative group work
- Circle Time
- Circle of Friends
- peer mediation
- midday supervisor training

- 'Worry Buddies'
- PSHE programmes
- self-esteem workshops
- restorative approaches
- classes to display anti bullying posters (see App _)

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0808 800 5793
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 2

Child on Child Abuse

Child on child abuse is recognised within our School Child Protection Policy which can be viewed on our school website.

We recognise that children sometimes display harmful behaviour themselves and that even if there are no reports, it may still be happening. Incidents or allegations will be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated at all or passed off as “banter”, “just having a laugh” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, abuse in intimate relationships between peers, consensual and non-consensual sharing of indecent images, causing someone to engage in sexual activity without consent and physical violence (eg hitting, kicking, shaking, biting, hair pulling, etc). This may be experienced by both boys and girls, however, girls are more likely to be the victims and boys perpetrators. Some pupils may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination. We will therefore take positive action to create a culture of support and to ensure that girls and vulnerable groups such as LGBT and pupils from ethnic minority backgrounds feel confident to bring forward any concerns and have a safe space to talk to trusted staff about their experiences.

There are different school and local authority or Safeguarding Children Partnership guidances and policies which detail the school's procedures to address and minimise these concerns including:

1. Pupil Behaviour Policy
2. Anti-bullying Policy
3. E-safety Policy LAT 019
4. “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance) *Available LAT policies*
5. DfE guidance Part 5 of “Keeping children safe in education”.

All children will be encouraged to report to a trusted adult in school all incidents of child on child abuse wherever it may have happened and will be taught about alternative ways of doing this both in school and elsewhere eg via a “worry box” or online form. They will always be taken seriously and never given the impression that they are creating a problem by reporting their concern or made to feel ashamed. It is recognised that even where no reports are received, this does not mean that such abuse is not taking place. It could just be that it has not been reported. Where an incident has occurred or specific risks are identified, the details will be added to a safeguarding or behaviour record for the children concerned and a thorough investigation conducted by the DSL, where appropriate. A written risk assessment will be undertaken by the DSL in order to minimise the risk of further harm and to ensure the safety of all staff and pupils. Parents or carers of the children involved will be informed as soon as it is appropriate to do so. Support plans will be written and help offered, by different adults in school (to avoid a possible conflict of interest), to the alleged victim, the child or young person accused and any other children involved. A referral to any relevant outside agency will be made eg Police or Social Care.

Detailed guidance and procedures are included in the linked guidance and school policies listed above.

The following steps will be taken to minimise the risk of child on child abuse:
Staff training to ensure an understanding of what it is and how to recognise signs
Promotion of a supportive environment by teaching about acceptable and unacceptable behaviours (including online) in both assemblies and the wider curriculum eg RSHE

Clear procedures put in place to govern the use of mobile phones in school
Appropriate staff supervision of pupils and identifying locations around the school site that are less visible and may present more risk to pupils

Last updated by

R. Blagburn and S.Bishop Summer 2022

To be reviewed by the whole school community (staff, Governors, parents and children) in 2 years:

Summer 2024