

**Norton Church Of England Primary School**

**ANTI-BULLYING POLICY**

Doc:	Anti-Bullying	Date Issued:	March 2019
Version:	5	Agreed by staff	March 2019
Category:	Policy	Agreed by Governors	March 2019
Comments:	This Policy is due review March 2020		

## Introduction

At Norton Primary School we aim to provide a safe, caring and friendly environment for learning for all our pupils. Our Christian values (courage, friendship, peace, forgiveness, thanks and truth) help prepare our children spiritually, morally and culturally for life in modern Britain; we develop our children's behaviours so that they have the personal tools and the resilience to thrive in modern Britain.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

## Policy Development

This policy was formulated in consultation with the whole school community with input from staff (via regular agenda items at staff meetings), governors (discussions at governor meetings), parents/carers (parents are encouraged to contribute by taking part in a parent focus group, producing a shorter parents' guide), children and young people (through the school council, class discussions etc). The school council have also developed a pupil friendly version displayed around the school and which is to be published in the children's Personal Organisers. Other partners eg Breakfast and After School Club Providers are also provided with a copy of the policy and asked to make comments.

## Roles and responsibilities

**The Head Teacher** – Has over- all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

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

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- 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

**The nominated Governor with the responsibility for Anti- bullying** (Behaviour) is: Liz Humphris

### 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.**

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

**How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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.

### What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments

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- cyber bullying - inappropriate text messaging or e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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'.

### **Why are children and young people bullied?**

Specific types of bullying include:

#### **Prejudice Related Bullying /Hate Incident/Crime:**

A hate incident is defined as: "Any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by hostility or prejudice." (College of Policing 2014)

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'.

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As part of the requirement on schools to promote fundamental British values, schools will 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, and report them to the local authority for monitoring purposes.

It is recognised that Hate Incidents/Crimes can be more impactful on the victim than standard bullying because they have been attacked on account of 'who they are', an element of their core identity. There is also wider invisible impact on those that share that identity who may not themselves have been targeted. For example: If a young person with a disability witnesses disablist bullying towards a peer, he/she may become fearful and anxious about also being at risk, despite never having been directly targeted themselves.

### 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 disablist 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.

### 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

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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 e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## Reporting and responding to bullying

Our school has clear and well publicised 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).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately.

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If there is a potential for the incident to be a criminal offence, the procedure notes that Gloucestershire Constabulary should be contacted (eg School Beat Officer or your local policing team).

## Procedures

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

The following steps will be taken:

- All parties will be interviewed
- Parents will be informed
- Appropriate disciplinary sanctions will be implemented in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers
- A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions
- A range of follow-up responses and support is appropriate to the situation for all involved eg solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community will be undertaken if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head Teacher.

Prejudice related bullying/incidents are reported to the local authority their guidelines and reporting form.

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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 on a half-termly basis.

The information will be presented to the governors as part of an annual report.

The policy will be reviewed and updated every two years.

### Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils at Norton School we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies used as part of the curriculum and across the whole school, eg.

- Celebration of good behaviour in class and whole school assemblies
- Anti-Bullying week annually in November
- Specific curriculum input on areas of concern such as cyber bullying and internet safety  
(curriculum teaching through the PINK curriculum)
- Student voice, school council
- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives

Support for parents/carers:

- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

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## Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable Use Policy	Cyber bullying and e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

## Useful organisations

### **Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **Mencap** – [www.mencap.org](http://www.mencap.org)

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](http://www.stonewall.org.uk)

### **The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://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](http://www.schools-out.org.uk)

### **Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

### **NSPCC/ChildLine- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://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](http://www.theredcard.org.uk)

Anti-Bullying Leader: Claire Watson

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Link Governor: Marilyn Reed

**Hate Crime-** Support is available from Victim Support for school guidance, and/or one-to-one support and advocacy with pupils and their families (0808 281 0112 [www.victmsupport.org.uk](http://www.victmsupport.org.uk) ). Restorative Gloucestershire can provide support with embedding restorative practice into schools, to tackle harmful bullying behaviours, reduce exclusion levels and/or prevent unnecessary criminalisation (01452 754 542 [www.restorativegloucestershire.co.uk](http://www.restorativegloucestershire.co.uk) )

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- **BULLYING INCIDENT REPORT FORM**

Name of Pupil \_\_\_\_\_ Year Group \_\_\_\_\_

Date report filed:

Name of person reporting incident:

Details of person being bullied:

Location of incident:

Details of people involved

Name	Gender	Role in incident
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Incident (circle) *physical threat teasing texting damaging/taking possessions other*

Action taken

Signed by pupils

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