



## **Anti-Bullying Policy**

Reviewed by: Andrea Newman October 2023

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## Bilsthorpe FHA

### ANTI-BULLYING POLICY

#### Aims and Objectives

We do all we can to make Bilsthorpe FHA a safe and secure environment where **everyone** can learn without anxiety. We want to prevent bullying in and out of school as we know it is wrong and that it can be detrimental to a child's self-esteem and well-being. We work in line with section 89 of the 'Education and Inspections Act 2006', the 'Equality Act 2010' and the 'Human Rights Act 1998' to ensure that all children's rights are met and that all bullying is dealt with sensitively and thoroughly. This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2022)

<http://www.antibullyingworks.co.uk/resources/dutiesresponsibilities/>

#### Roles and Responsibilities

All staff (teaching and support) take bullying very seriously and will intervene to prevent incidents from happening. We endeavour to deal immediately with any issues and talk to the bully and victim at great length.

- The governors and chair (Peter Shreyhane) support the head teacher in dealing with bullying and they monitor incidents of bullying that occur in school. They are expected to respond to requests by parents to investigate any incidents of bullying.
- The Designated Safeguarding Lead in our school is Sam Leek. All staff understand that safeguarding is the responsibility of all, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns
- The Anti-bullying Leader in our school is Andrea Newman
- The head teacher (Sam Leek) has a responsibility to ensure the staff are aware of this policy and how it fits with our behaviour policy. Also, the head teacher sets high expectations of behaviour and of mutual support, praising success with children who are proud to belong to a friendly welcoming school with positive values.
- Teachers have an expected duty of care to all children to ensure that they have a safe and secure learning environment. They have the responsibility to investigate and log all allegations or incidents involving bullying. Bullying is also recorded on a separate bullying incident form, which is then discussed with the head teacher. All forms and incidents involving bullying are taken seriously and will be discussed with the parents. Support will be put in place for any victims of bullying or those affected by bullying. Appropriate actions will be discussed with parents and the children to ensure fair and appropriate actions are taken.
- The children are encouraged to report incidents of bullying following our definition and Bilsthorpe FHA's Behaviour Policy. The members of the School council also support classmates as a listening ear, setting good examples and monitoring play. Children are educated about bullying during our anti-bullying week and as part of our weekly Jigsaw lessons. This develops children's awareness and ensures all children are confident in the knowledge surrounding bullying.
- Parents have the responsibility to report bullying to a member of staff so that it can be dealt with in a timely manner and effectively.
- Mid-day supervisors inform the teaching staff of any bullying incidents and pass on behaviour slips. These are then investigated further by class teachers/SLT.

## What does bullying look like?

At Bilsthorpe FHA we consider bullying to be the action taken by one or more persons with a deliberate intention of hurting another person, either physically or emotionally. 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'.

Bullying can take place between:

- pupils
- pupils and staff
- between staff
- individuals or groups

Safe to Learn: embedding anti bullying work in schools <https://anti-bullyingalliance.org.uk/tools-information/all-aboutbullying/understandingbullying/definition>

Bullying behaviour can include:-

- Verbal bullying i.e. name calling, taunting, mocking, making offensive comments.
- Physical bullying i.e. hitting another person or damage to belongings
- Racial, homophobic and sexual bullying i.e. references to a persons' heritage, skin colour or sexual preferences.
- Cyber bullying i.e. by text or email, sending offensive or degrading images; impersonating and hacking into accounts online using enabled devices
- The possibility of adult/teacher involvement as well as child/child bullying situations.
- Taking or damaging belongings
- Gossiping and spreading hurtful and untruthful rumours □ Excluding people from groups.
- Producing offensive graffiti

We have worked on a **whole school definition of bullying** which is:-

'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

It is important to understand the behaviours 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 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 into 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

## **Peer on Peer Abuse**

This can include but is not limited to: -

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals (See Peer on Peer Abuse Policy for full details)

## **Sexist, sexual bullying and Sexual Harassment**

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. Again, this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way. 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 and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

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 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

- young carers
- looked after children
- 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 young carers and looked after children 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 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 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. 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** 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 form 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.

**Our anti-bullying policy can be accessed:**

1. Online at [www.bilsthorpeflyinghighacademy.co.uk](http://www.bilsthorpeflyinghighacademy.co.uk)
2. From the school office.
3. From class teachers.

**Reporting bullying**

Children are taught to talk to teachers discretely about any problems that they or a friend are having with regard to bullying. They can talk to whichever member of staff they feel most comfortable reporting an incident to. If the child reports an incident to a member of support staff it is their duty to pass the details on to the class teacher and others who need to be aware of the situation.

The children could also report an incident to a member of the school council (older children who are trusted as responsible role models for the school) whilst out on the playground who would then report back to a member of staff.

Bystanders have the responsibility to report details of an incident accurately and the importance of this is explained fully to them.

Teaching staff should record the reported incident using the exact words that the children have used and be careful not to ask leading questions. They should reassure the child that the incident will be dealt with and put something in place for the child if they are worried about times when another incident may occur.

Parents/ carers should initially speak to the class teacher about any worries/concerns they have or they may ask to meet with the Anti-Bullying Coordinator or Headteacher. Parents/ carers are able to organise a meeting by visiting/ contacting the school office via: 01623 870772 or [office@bilsthorpefha.org](mailto:office@bilsthorpefha.org)

Anyone visiting or attending school should report any concerns to a member of the Senior Leadership Team or a Designated Safeguarding Lead. Any concerns will be followed up and investigated and all recorded on CPOMS.

Supply staff: It is the expectation that all supply teachers and support staff will read this policy before entering the classroom. It is the responsibility of all supply staff to follow the antibullying policy and liaise with year group colleagues/ SLT when needed. All supply staff are expected to report to a member of the SLT team at the end of the day on any relevant issues.

**At Bilsthorpe FHA our response to bullying is:-**

All reported incidents of bullying will be taken seriously and we make it clear that everybody has a responsibility to eradicate bullying.

Children are encouraged to report repeated or serious issues which are then reported directly to the head teacher, who in turn could involve other higher authorities.

All incidents of racist bullying which are then investigated and where appropriate are logged (according with Nottinghamshire County Council policy) and appropriate actions are then taken.

### **Actions for dealing with all bullying incidents**

Depending on the severity, we will discuss the situation and incidents will be logged on a ***bullying report form***. This is completed with precise written comments recording exactly what happened, how it was dealt with and who was informed (i.e. parents/carers).

**A bullying report form** will also need to be filled out if it is a repeated incident or if it is an incident of bullying which involved the 'protected characteristics'. The bullying report forms will then be discussed with the head teacher and stored in the "anti-bullying folder". If a student has multiple bullying report forms then this matter will be discussed further by SLT and a meeting will be set up with the parents and then child to discuss next steps.

If the incident includes one of the following then the child will discuss the incident with a member of SLT alongside the parents/carers of the child:

- Verbal abuse
- Physical abuse
- Racism
- Diversity bullying
- Cyberbullying

E-Safety or cyberbullying incidents are reported to the ICT/Computing co-ordinator (Reece Washington). These are then recorded on an E-Safety log, reported to SLT and/or required staff alongside parents/carers of the child (where appropriate).

The anti-bullying co-ordinator (Andrea Newman) will then analyse the reports of bullying and look for any patterns in behaviour.

### **Support for the victim**

- Victim to be made aware that it is not 'their fault'
- Buddies made aware of a child experiencing problems and attempts made to support them.
- Staff generally to be made aware of anyone experiencing problems.
- Child and a friend (if wanted) allowed a safe, calming area immediately after incident or a place to go to when in need of a 'safe haven'.
- For persistent repeated incidents parents invited into school to discuss and external support agencies will be contacted.

### **Support for the bully**

- Time will be made to talk to the bully about their choices and the reasons for their behaviour. Individual behaviour targets may be set to help the child make the right choices in the future.

- Access to ELSA/ Thrive which is an intervention to help children explore their emotions may also be considered.
- Regular meetings set up with child and class teacher to review behaviour and any further incidents raised.

### **Strategies for Preventing Bullying**

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

- Following, reviewing and updating where needed, the Bilsthorpe FHA School Rules
- Anti-Bullying activities being carried out e.g. reading/writing/ stories/poems and / or role play activities about bullying
- Having discussions about bullying
- AS a Thrive school, we follow whole school Thrive approach
- Thrive parenting groups and open mornings
- Children’s views sought through questionnaires and as part of focused discussion groups
- Involvement in weekly Jigsaw lessons
- DaAT
- Anti-Bullying week.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice-through School Council
- Parent groups/extended schools.
- Staff training and development for all staff
- Lunch time staff will be pro-active in supporting this policy
- ELSA.
- School Improvement Policy
- Staffing Policy

### **Related Policies**

Policy	Why
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme



**Support for all school staff**

- Staff training and development for all staff including those involved in lunchtimes
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas

**Links with National Documents**

Safe to Learn- DCSF Guidelines Embedding anti-bullying work in schools DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 003722008

Complaints to Ofsted about schools: guidance for parents and carers Published April 2014

Reference no:140086

**Other useful websites/resources**

[www.respectnotfear.co.uk](http://www.respectnotfear.co.uk)

[www.lifeskillseducation.co.uk](http://www.lifeskillseducation.co.uk)

[www.beatbullying.org](http://www.beatbullying.org)

[www.ChildLine.org.uk/Bullying](http://www.ChildLine.org.uk/Bullying)

[www.antibullying.net](http://www.antibullying.net) [www.bullying.co.uk](http://www.bullying.co.uk)

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)