



St. Peter & St. Paul CE Primary School, Burgh-le-Marsh
"Striving for excellence together in a caring Christian community."

RESPECT COMPASSION COURAGE



ANTI-BULLYING POLICY

Responsible: Governing Body

Agreed: November 2022

To be reviewed: Every two years in November (or in event of significant incident/ legislation change)

Reviewed (and notes if applicable): November 2024

REFER ALSO TO THE SEPTEMBER 2024 NATIONAL SOCIETY FOR EDUCATION (CHURCH OF ENGLAND & CHURCH OF WALES) DOCUMENT 'FLOURISHING FOR ALL: ANTI-BULLYING GUIDANCE FOR CHURCH OF ENGLAND SCHOOLS'

This policy is based on DfE guidance, including "Preventing and Tackling Bullying" and "Behaviour in Schools" and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and advice from the NSPCC.

1. Introduction

- This policy outlines what our school will do to prevent and tackle all forms of bullying. Our school is committed to developing an anti-bullying culture where the bullying is not tolerated in any form.
- We believe that children should never experience abuse of any kind. We have a responsibility to promote the welfare of all children and young people, to keep them safe and operate in a way that protects them.
- Abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported. All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

2. Aims and Objectives

- We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

- We aim to prevent bullying from happening at our school. If bullying does take place, we make sure that it is stopped as soon as possible and that those involved receive the support that they need.
- By effectively preventing and tackling bullying, our school can help to create a safe and nurturing environment, where children are able to learn and fulfil their potential.

3. Definition of Bullying

- Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. This is communicated to our children as 'Several Times On Purpose'.
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Our school recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by our school as being a form of peer on peer abuse; children can abuse other children.

4. Forms and Types of Bullying

- Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:
 - Bullying related to physical appearance
 - Bullying of young carers, children in care or otherwise related to home circumstances
 - Bullying related to physical/mental health conditions
 - Physical bullying
 - Emotional bullying
 - Sexualised bullying/harassment
 - Bullying via technology, known as online bullying or cyberbullying
 - Prejudiced-based and discriminatory bullying (against those with protected characteristics) which may include:
 - Bullying related to race, religion, faith and belief and for those without faith

- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying

5. Preventing Bullying

- In an ideal world, we are aiming for no bullying to take place. To work towards this goal, the whole school community will:
 - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
 - Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
 - Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
 - Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
 - Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others.
 - Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
 - Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
 - Actively create “safe spaces” for vulnerable children and young people.
 - Celebrate success and achievements to promote and build a positive school ethos.
- We expect the whole school community to work together to prevent and tackle bullying. It is therefore vital that the whole school community (including children, families, staff, volunteers, visitors and governors):
 - Understands the importance of challenging inappropriate behaviours between peers.
 - Monitors and reviews our anti-bullying policy and practice on a regular basis.
 - Supports one another to promote positive relationships to help prevent bullying.
 - Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
 - Will intervene by identifying and tackling bullying behaviour appropriately and promptly.

- Ensures our children are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
 - Works together to uphold the anti-bullying policy.
 - Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
 - Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
 - Seeks to learn from good anti-bullying practice elsewhere.
 - Utilises support from the Local Authority and other relevant organisations when appropriate.
- The school will also:
 - Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
 - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
 - Collaborate with other organisations as appropriate (e.g. the NSPCC), and during key times of the year (e.g. with Secondary Schools during transition).
 - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
 - Provide systematic opportunities to develop children's social and emotional skills, including building self-esteem.
 - Ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
 - Report incidents of bullying, including outcomes, to the Governing Body on a regular basis.

6. Responding to Bullying Concerns

- The following steps will be taken when dealing with any incidents of bullying reported to the school:
 - If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
 - The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm - and will involve them in any decision-making, as appropriate.
 - The Headteacher and Deputy Headteacher will be informed of all bullying concerns, especially where there may be safeguarding issues. The classteacher, a member of the Leadership Team or Safeguarding Lead as appropriate will interview all parties involved.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
 - The school will speak with and inform other staff members, where appropriate.
 - The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
 - Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented and shared with all parties concerned.
 - If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Children Services or Early Help if a child is felt to be at risk of significant harm.
- The above steps also apply to online bullying concerns. Where necessary, we will work with the individuals, parents and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Children who have been bullied will be supported by:
 - Reassuring the child and providing immediate pastoral support.
 - Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
 - Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
 - Working towards restoring self-esteem and confidence.
 - Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Children who have perpetrated bullying will be helped by:
 - Discussing what happened, establishing the concern and the need to change.
 - Informing parents/carers to help change the attitude and behaviour of the child.
 - Providing appropriate education and support regarding their behaviour or actions.
 - If online, requesting that content be removed and reporting accounts/content to service provider.
 - Sanctioning, in line with school behaviour/discipline policy.
 - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance.

7. Involving Children

- Our school will:
 - Ensure that our children understand the school's approach and are clear about the part they play in preventing bullying.
 - Regularly canvas children's views on the extent and nature of bullying.
 - Ensure that all children know how to express worries and anxieties about bullying.
 - Ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve children in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Utilise child voice in providing child led education and support
 - Publicise the details of internal support, as well as external helplines and websites.
 - Offer support to children who have been bullied and to those who are bullying to address the problems they have.

8. Involving Parents and Carers

- Our school will:
 - Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
 - Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website and communication apps.
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - Ensure that parents work with the school to role model positive behaviour for children, both on and offline.

9. Links with other policies

- This policy should be read in conjunction with our other policies, including:
 - Child Protection and Safeguarding policy
 - Behaviour Policy
 - Online Safety Policy
 - Complaints Procedure
 - Acceptable Use Policy

APPENDIX 1: USEFUL LINKS AND SUPPORTING ORGANISATIONS

THE FOLLOWING LINKS MAY PROVIDE ADDITIONAL SUPPORT TO CHILDREN, STAFF OR FAMILIES:

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

CYBERBULLYING:

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND:

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability 10 theeducationpeople.org
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

RACE, RELIGION AND NATIONALITY:

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

LGBTQ+:

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org • EACH: www.eachaction.org.uk • Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEXUAL HARASSMENT AND SEXUAL BULLYING:

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame