

Anti- Bullying Policy

2018

The repetitive, intentional hurting of one person or groups 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>

Although bullying can occur between individuals can often take place in the presence (virtually or physically) of others who become the Bystanders or Accessories.



Context of school

At Banks Road Infant and Nursery School our aim is to provide learning experiences of the highest quality. We want all children to become successful learners, make good progress and attain as highly as they are able, whilst fostering curiosity and enjoyment in the world around them, developing a sense of belonging within the school community and enhancing self-esteem and confidence.

There is no single solution to behaviour issues which will suit all schools. We are best placed to decide how best to respond to the particular issues that affect our pupils and our families.

We need to encourage positive messages about good behaviour and respect for each other.

We focus on children's learning first and foremost and are ruthless in prioritising this. If we take care of children and their learning then we can develop a whole school culture for learning.

Parents must be involved in supporting high standards of behavior.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from the school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and 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 and working with other agencies outside the school where appropriate.

The aims of our Anti-Bullying Policy are to

- ♦ **clarify for all members of the school community the definition of bullying behaviour**
- ♦ **stress that bullying behaviour is never acceptable in any form**
- ♦ **produce a consistent school response to any bullying incidents that may occur**

Introduction

- This policy has been revised to take into account new guidance from the Department of Education **Preventing and Tackling Bullying – advice for Head Teachers, Staff and Governing Bodies (July 2013)**
- It has also taken into account the revised OFSTED School Inspection Handbook

This policy has also taken into account

- **Exploring the school's actions to prevent and tackle homophobic and transphobic bullying** September 2013, Ref 120181
- **Inspecting Safeguarding** September 2013, Ref 090205
- **Inspecting e-safety in schools** September 2013, 120196
- **Inspecting equalities** September 2013, ref 090197
- **NCC model Anti-bullying Policy** (August 2017)

Local Guidelines

Nottinghamshire County Council Anti-bullying Policy (revised August 2017)

This policy reflects this guidance.

This policy was formulated in consultation with the whole school community with input from

- Members of staff- though regular agenda items at staff meetings, consultation documents, surveys
- Governors - discussions at governors meetings, training,
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent information events
- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions etc.
- Other partners (extended schools, representatives from the local community, police etc)

This policy is available

- Online at www.banksroadschool.co.uk
- From the school office

This school defines bullying in the words of the Anti-Bullying Alliance as:

‘the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally 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.

Behaviour 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 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

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 can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- 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'.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Why are children and young people bullied?

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, and report them to the local authority for monitoring purposes.

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.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people. It is also 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 have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic 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. Advice for school leaders to help with this problem and its affects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way 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 and responding to bullying

Our school has clear and well publicized 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).

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Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our school has clear and well publicized 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)

Procedures

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

- Interviewing all parties
- Informing parents
- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
- Responses may vary according to the type of bullying and may involve other agencies where appropriate
- We follow up, especially keeping in touch with the person who reported the situation, parents/carers. This may include referring to the school's complaints procedure for parents who are not satisfied with the schools actions
- We have a range of responses and support appropriate to the situation e.g. solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- We liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- We may use the CAF process where appropriate to involve other agencies who may be able to support.

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 Anti-bullying coordinator and the Head Teacher.

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The information stored will be used to ensure individuals 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 staff meetings.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August 2017) **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottsc.gov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals 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.

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

Strategies for preventing bullying

As part of our on going commitment to the safety and welfare of our pupils we at Banks Road Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- a) As part of the curriculum and across the whole school including celebrating good behaviour and achievements we include plan:
 - SEAL including Anti-bullying unit and Silver SEAL
 - Involve the Healthy Schools Programme
 - Carry out Anti-Bullying week annually in November.
 - PSHE/Citizenship lessons and cross curriculum.
 - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
 - Student voice, school council, school parliament
 - Peer mentoring schemes - Playground Pals
 - Nurture by trained TAs
- b) Support for parents/carers
 - Parent groups/extended schools
 - Parent information events/information

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

The role of governors (The named governor for Anti Bullying is Andy Hitchcock)

The Governing Board supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. There is a named governor responsible for monitoring all issues related to safeguarding, including bullying in school. In 2015-16 this governor is Andy Hitchcock.

The Governing Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the Chair of Governors to look into the matter. The Governing Board will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases the Governing Board will notify the Head Teacher, and ask her to conduct an investigation into the case, and to report back to a representative of the Governing Board.

Roles and Responsibilities

The Head teacher –

Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: - Maria Holmes

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
- 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 role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school (Class Behaviour Files). If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied, then, after consultation with the Head Teacher, the teacher or Head Teacher informs the child's parents.

If any bullying takes place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong, and the child is encouraged to change his/her behaviour in future. If a child is repeatedly involved in bullying other children, we inform the Head Teacher and anti-bullying coordinator. Other staff are made aware to ensure rigorous monitoring of the situation.. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies.

Members of staff may attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management if necessary.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They may use drama, role-play, stories etc. within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. P.S.H.E. lessons give children the opportunity to discuss a range of feelings and moral issues and teaches them ways of dealing with difficult situations without resorting to bullying or threatening behaviour.

Adults in school have the right to work without intimidation or bullying behaviour from other adults. The school has adopted a 'Code of Conduct' policy which sets out the school's stance on the expected adult codes of conduct in school. It makes clear what staff can do if they are bullied in the work place including, if necessary, making a formal grievance. All staff must sign the Policy to show they agree to abide by the expectations.

The role of parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Head Teacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school's prospectus.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in pupil questionnaires, during Circle Time / PSHE / Nurture / and at School Council meetings.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to Governors on request about the effectiveness of the policy. Class teacher complete records in the class behaviour files which are monitored closely by themselves and the Head Teacher.

This anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining any recorded incidents of bullying, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed each year, or earlier if necessary.

Links with other policies and why

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
E Safety and Acceptable Use policy	e-safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability)
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

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

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

[The lesbian, gay and bisexual charity](http://www.stonewall.org.uk)

Educational Action Challenging Homophobia (EACH) – 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

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

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 00372-2008
- Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive

- **Preventing and Tackling Bullying**-Advice for head teachers, staff and governing bodies July 2017 www.gov.uk/governmentpublications ref DFE-00160-2017
- **School inspection handbook**- This handbook describes the main activities undertaken by inspectors conducting inspections of schools in England under section 5 of the Education Act 2005 (as amended) from August 2016. It forms the single key resource for the inspection of schools under section 5 except for

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the additional detailed guidance on safeguarding provided in **'Inspecting safeguarding in early years, education and skills settings 2016**

- **Keeping Children Safe in Education-**
www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education

NCC Anti-bullying and Online Safety Coordinator:

Lorna Naylor
Anti-bullying and Online Safety Coordinator
Tackling Emerging Threats to Children
Education, Learning and Skills
Children Families and Cultural Services
Meadow House
Littleworth
Mansfield
NG18 2TB
Tel 01158040808
Mob 07904594939

<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BODY: February 2016 March 2017 March 2018 March 2019
This policy was reviewed and ratified by the Pupil and Personnel committee March 2018. Signed: Chair of Governors _____ Date: _____

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SCHOOL BULLYING INCIDENT FORM

School

Date of
Incident

Time of Incident

Nature/Type of Incident (Please Tick)

Extortion

Isolation/Being Ignored or Left Out

Physical

Verbal (Name-Calling, Taunting, Mocking)

Cyber (Email, Internet, Text)

Personal possessions taken/damaged

Forced into something against will

Written

Spreading Rumours

Other (please specify)

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim

R Ring Leader

A Associate

B Bystander

Location of Incident (Please Tick)

Classroom

Playground/Yard

Corridor

Toilet

School Bus

Outside/Around School Gates

To/From School

If you feel the incident was motivated by any of the following please tick

Appearance

Disability/SEN

Gender/Sexism

Religion

*Race/Ethnic Origin **

Sexual Orientation

*Home Circumstances including Looked After
Children/Young People*

** Reminder: These incidents should be recorded separately*

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Brief summary of Incident

Action Taken	
include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate was a CAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
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Follow-up	Date

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Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	