Arnbrook Primary School

2024 - 25

Anti-Bullying Policy

Reviewed by:

Anti-Bullying Co-ordinator/Behaviour Lead: Rob Maddams

Date: September 2024

Nominated Governor:

Date: September 2025

Introduction

At Arnbrook we aim to produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.

As a consequence we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

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:

- Members of staff - through regular agenda items at staff briefings and training sessions, the consultation documents and surveys.
- Governors - through reports to governors, discussions at governors meetings and regular meetings with nominated governor.
- Parents/carers - by taking part in written consultations, parent meetings and training sessions, consultation producing a shorter parent's guide.
- Children and young people – through circle time discussions etc., the school council will develop a student friendly version to be displayed in classrooms.
- Other partners - Anti-bullying and Online Safety Coordinator.

This policy is available

- Online at www.arnbrookprimary.net
- From the school office
- Parent & child friendly versions are on display, in welcome packs for new starters
- A shorter version is available for all parents/carers in reception

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 (Behaviour Lead) who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is Mr Maddams

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

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.'

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

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 secretively 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. We are clear that banter

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

We are clear that we will never ignore or pass off any form of bullying or peer on peer (child on child) abuse as 'banter' and it will not be tolerated.

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 – 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.

Although bullying can occur between individuals it can often takes 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

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, health or SEND

• 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.

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.

<u>Cyberbullying</u>

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 online safety policy) and encourage good online behaviour.

Bullying can take place between:

 young people

 young people and staff

 between staff

 individuals or groups

Child on Child Abuse

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

Our school recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of "banter" or "growing up".

We recognise that peer on peer abuse can manifest itself in many ways such as:

• Child Sexual Exploitation

• Sexting or youth produced digital imagery

• Bullying

• Radicalisation

• Abuse in intimate relationships

• Children who display sexually harmful behaviour

• Gang association and serious violence (County Lines)

• Technology can be used by for bullying and other abusive behaviour

In cases where peer on peer abuse is identified we will follow the procedures laid out in our peer on peer abuse policy, taking a contextual approach to support all children and young people who have been affected by the situation.

Some of these behaviours will be handled with reference to other policies in school such as the behaviour policy, anti- bullying policy, child protection policy and online safety policy, although if any doubt over the correct response, staff, volunteers and visitors should not hesitate to report concerns following normal safeguarding procedures.

Our child on child abuse policy includes the following information:

• Procedures to minimise the risk of child on child abuse.

• How allegations are recorded, and dealt with.

• Clear processes as to how victims, perpetrators and any other children affected will be supported

Our Child on Child Abuse Policy covers all aspects of child on child abuse but concentrates on child on child abuse in the context of sexual harassment and sexual violence. It is compliant with the new statutory guidance on child-on-child abuse as set out in KCSiE (September 2024) and should be read in conjunction with the Local Safeguarding Children Board's (LSCB) Safeguarding Policy and Procedures, and any relevant Practice Guidance. The school has also written this policy taking into account the 'Sexual Violence and Sexual Harassment between Children in Schools and Colleges' guidance 2018.

Reporting, Recording 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).

Any allegations of bullying should immediately be passed on to a member of the school's leadership team; in most cases this will be the phase AHT of the pupils involved and the Anti-Bullying Coordinator.

Reporting Bullying

◻ Children and young people in school (Victims and Bystanders):

- Are encouraged to report any such instances to 'a trusted adult' so it can be dealt with promptly. Children are given examples of trusted adults – class teacher, AHTs, DSL & Deputy DSLs – and asked to think of more at school and home or complete a 'Worried about Bullying' form and post it in the 'Worried about Bullying' box located in the school library, which will be checked regularly by Anti-Bullying Coordinator.

◻ Parents/carers

- Are encouraged to share any concerns with their child's class teacher, with the knowledge that they can also discuss any issues with their phase AHTs, other senior leaders or the head teacher. Information on how to report concerns is shared regularly via newsletters and online with the school community. There is also a confidential 'worry form' which can be completed on the school's website.

◻ All staff and visitors

- Supply staff or other visitors all agree to pass on any concerns related to children to a senior member of staff, when signing into the school upon entry.

Recording Bullying

◻ Children and young people in school (Victims and Bystanders):

- The member of staff who received an initial concern will record their information on the 'Incident Log', an electronic template, and where appropriate, CPOMS as well as informing a member of the school's leadership team.

◻ Parents/carers

- The member of staff who received the initial concern will their information on the 'Incident Log', an electronic template, and, where appropriate, CPOMS as well as informing a member of the school's leadership team.

◻ All staff and visitors

- The member of staff who received the initial concern will their information on the 'Incident Log', an electronic template, and, where appropriate, CPOMS as well as informing a member of the school's leadership team.

Procedures for Responding to Bullying

All reported incidents will be taken seriously and investigated involving all parties.

The staff is aware of and follows the same procedures to respond to bullying.

 Interviewing all parties including target, bully and all others involved Informing parents

 Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.

 Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate.

 Following up, in particular keeping in touch with the person who reported the situation, parents/carers.

 Incidents of bullying will be passed onto all staff in a weekly staff meeting, communicated with middays by recording in the class book.

 Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions Having a range of follow- up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, bystanders and others affected by the bullying, referral to outside agencies if appropriate.

 Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Monitoring Incidents of Bullying

 Incidents of bullying will be stored and monitor by the Anti-bullying Coordinator or Head Teacher.

 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 every half term.

 Prejudice related bullying/incidents will be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools by the Anti-bullying Coordinator or Head Teacher.

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

 The policy will be reviewed and updated every year.

Strategies for Preventing Bullying

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

 Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values

 Anti-Bullying week annually in November and Safer Internet Day in February

 PSHE/Citizenship lessons and cross curriculum themes

 Celebration events

Specific curriculum input on areas of concern such as cyber bullying and internet safety

 Concerned about Bullying box in school and school council

 Peer mentoring schemes and other student lead initiatives

 Reactive programmes for vulnerable groups or groups involved in bullying. For example:

- Learning Mentor interventions

- Small group work

 Support for parents/carers

- Parent groups

- Parent information events/ information-on the school website

 Support for all school staff

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

- Encouraging all staff to model expected behaviour

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
Online safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
PSHE/Citizenship	Strategies to prevent bullying
Complaints Procedure	Guidelines to make a complaint for parents/carers.
KCSiE 2024	National safeguarding legislation and guidance