# Tollerton Primary School Policy for Anti-Bullying

**Adopted :  12 March 2024**

**Review  11 March 2025**

Signed    *Nina Best*                    (Chair of Local Governing Body)

Signed                                    (Headteacher)

**Introduction**

At Tollerton Primary School we aim to provide a safe, caring, and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.   This includes encouraging open discussion around differences between people and celebrating diversity.

We 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 school should they feel they or others are unsafe. We would also want parents 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 effectively.

The school is aware of its legal obligations, including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at risk of greater harm.

We are also aware of our role within the local community supporting parents and working with other agencies outside the school where appropriate.

**Policy Development**

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

- Members of staff- by taking their views on a draft version of the policy
- Governors - by taking their views on a draft version of the policy
- Parents/carers - parents are consulted through a parent survey about any Bullying which has occurred and how it has been managed.
- Children and young people (Anti- Bullying ambassadors) contributed to the Development of this policy

This policy is available

On the school website (paper copy available on request through the school office)

**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 Designated Safeguarding Leads**, in our school these are Mrs Smith, Mrs Gordon, Mrs Westgate and Mrs Read.

Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report and how to report any safeguarding concerns.

The Anti –bullying Coordinator in our school is Mrs Gordon, Deputy Head.

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;
- Selecting, managing and coaching pupils as 'Anti-bullying Councillors' in school.

The nominated Governors with the responsibility for Anti- bullying (Behaviour) is: Nina Best, Chair of Governors

**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**

**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 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

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 such as false friendships, criminal exploitation, sexual exploitation and radicalization.

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

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

**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 disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Ot**her 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, 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 different in some way or their friends, family members or their parents/carers are perceived to be different.

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 may also persist outside school, in the local community, and on the journey to and from school, including through the use of technology.

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 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.

**Reporting and responding to bullying**

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people); this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders).

Bullying incidents are reported to school governors termly as part of the Headteacher's reporting of behaviour patterns and incidents.

Children and adults should primarily pass concerns on to the Head Teacher or Deputy Headteacher, who will always oversee the response to reported incidents of bullying, however concerns can also be reported to any member of staff, or through the pupil-to-pupil mechanism of Anti-Bullying Councillors – in all cases, these reports will be passed to the Headteacher or Deputy Headteacher. Communication is welcomed in any method, including by email and letter.

We have an open-door policy where parents are welcome to speak to any member of staff if they have any concerns. Every morning there is a member of SLT by the front door who are available for parents if there are any concerns. Any reported concerns are dealt with by our SLT and recorded on CPOMS. If the concern is of a confidential nature, this can also be logged accordingly.

Staff are updated (as appropriate) on pastoral care concerns during a weekly briefing and are also updated on changes to policies where relevant. Visitors to school, such as students on placements, are told, during their induction, that they must report any incidents that they may witness which may

be regarded as bullying or any incident that affects a child's wellbeing to the Deputy Head Teacher or the Head Teacher.

**Procedures**

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

We will:-

▪ Interview all parties – this includes perpetrators and victims, as well as any bystanders or witnesses.

▪ Informing parents when bullying has been confirmed, as appropriate. At this stage, we will consider if it is helpful to inform parents and which parents should be informed (Bully? Victim? Bystanders?). If parents are involved at this stage, we will explain why an incident has been classified as bullying and what we are doing in school to resolve the issue;

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

▪ Responses may vary according to the type of bullying and may involve other agencies where appropriate to support the young people involved;

▪ We will always follow up incidents after a time to see whether they have been resolved. We will keep in touch with the person who reported the situation and parents/carers. This includes referring parents to our Complaints procedure if they are not satisfied with the schools actions.

▪ We will use a range of responses and support appropriate to the situation. These may include – solution-focused, restorative approaches; circle of friends; sanctions; individual support for victims and/or perpetrators; referral to outside agencies if appropriate;

▪ We will 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.

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident using our electronic system, CPOMS, and the anti-bullying coordinator will be notified.

The following actions will be implemented, as required:

• Staff will ensure that the victim is safe and all relevant parties are informed;

• Appropriate advice will be given to the victim(s) and bully;

• Staff will listen and speak to all children involved about the incident separately. Notes will be made and kept via CPOMS;

• The problem will be identified and possible solutions suggested;

• Staff will attempt to adopt a problem-solving, solution-focused approach;

• Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying;

• Staff will reinforce to the perpetrators that their behaviour is unacceptable;

• The perpetrator/s may be asked to apologise, <span style="color:red">and other consequences may take place with pro-portionate sanctions applied;</span>

• If possible, the pupils will be reconciled;

• An attempt will be made and support given, to help the perpetrator/s understand and change their behaviour;

• Parents will be informed if bullying has taken place;

• After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place;

• Bullying incidents will be discussed regularly at staff meetings (within our safeguarding first part);

• The anti-bullying governor will report regularly to the governing body;

• If necessary and appropriate, the Designated Safeguarding Lead in school, Social Services or police will be consulted, particularly where incidents of bullying may have safeguarding implications.

The information stored 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 presented anonymously to the governors as part of the Head Teacher's termly report.

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@nottscc.gov.uk**

The policy will be reviewed and updated annually.

**Strategies for preventing bullying**

As part of our ongoing commitment to the safety and welfare of our pupils, we at Tollerton 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, each of which is linked to one of our school rules;

▪ Awards/achievement assembly each Friday where, along with academic achievement, children's positive behaviour towards others is celebrated;

▪ All children know and understand our school rules, and have been consulted in their development;

▪ Anti-Bullying week annually in November and Safer Internet Day in February (each class also has one e-safety lesson each term, built into the Computing curriculum);

▪ PSHE/Citizenship lessons (via Jigsaw);

▪ Celebration events;

▪ Pupil voice, including through school council;

▪ Playground Buddying when new pupils arrive;

▪ DART programme in Year 6;

▪ Pupil leadership roles to promote positive role models – this includes Anti-Bullying Councillors, who raise the profile and support the delivery of anti-bullying messages throughout school;

▪ Intervention for identified pupils, including through outside agencies (Play Therapy, ELSA sessions);

▪ Pupil voice gathered by SENCO and EAL Lead focused on ensuring this group of pupils' voice is heard proactively, as a group who may find recognising or reporting bullying to be difficult;

▪ Bullying built into annual staff safeguarding training at the start of the academic year;

▪ Sharing of policies with staff and other stakeholders.

| Links with other policies Policy | Why |
|---|---|
| Behaviour Policy | Rewards and sanctions, Codes of conduct |
| Child Protection Policy | Child protection / safeguarding implications of bullying, including bullying as an indicator of potential abuse |
| Child-on-Child Abuse policy | Specific response to child-on-child abuse incidents |
| E-safety and Acceptable use policy | Cyber bullying and online safety |
| PSHE/Citizenship | Curriculum content to promote positive messages about inclusion, citizenship and diversity |
| Complaints' Policy | Guidelines to make a complaint if families are not happy with the school's response |