



## Willow Farm Primary School

### **Policy**

Anti- bullying policy

Signed: \_\_\_\_\_

Date: March 2023

Nominated staff member responsible for policy Lindsey Jamson \_\_\_\_\_

## ***Introduction***

At Willow Farm Primary School, 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. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

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, if/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 greater harm.

## ***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 are: **Lindsey Jamson, Sarah Kirkham and Tom Drew**

Safeguarding is the responsibility of all staff; 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 Coordinators in our school are **Lindsey Jamson and Sarah Kirkham**

Their 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
- ✦ Ensuring bullying incidents are dealt with by staff, using the appropriate systems in place
- ✦ 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 nominated Governor with the responsibility for Anti- bullying (Behaviour) is **Jo James**

### ***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/abadeinition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/abadeinition-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 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 and sexual bullying:** 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 Abuse 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.

### ***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 the 'bystanders' or 'accessories'.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

### ***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 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.

### **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/carers, 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.

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.

- Public posting of images

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our E-Safety policy) and encourage good online behaviour.

### ***Reporting and responding to bullying***

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Reporting and responding to bullying for:

#### **Children – Victims and Bystanders**

- If you feel you are being bullied report it to any member of staff, an older pupil or your parent.
- A second approach is to place your name and class into the Worry Box in school or to speak to Mrs Lovett, who will listen and help you make the next steps to stop the bullying.
- If you feel another person is being bullied, ask that person if they are ok and if anyone is doing something to upset them. Report any concerns to a member of staff in school or a parent in the above ways or speak to a parent or carer at home about your concerns.

#### **Parents/Carers**

- Speak with your child to find out what is happening. Try to find out when and where the actions have been taking place, who has been involved and who else may have seen it.
- Explain to your child what you are going to do and encourage them to speak to an adult in school.
- Speak with your child's class teacher or communicate directly with the Head Teacher to explain your concerns and what you have found out (01159878501 or [headteacher@willowfarm.notts.sch.uk](mailto:headteacher@willowfarm.notts.sch.uk)).
- Do not approach the suspect bully and attempt to tell them off/prevent them from doing what you think they may be doing.

#### **All staff and visitors**

- Report what you have seen or heard to the Head Teacher, Lindsey Jamson. In the Head Teacher's absence, or if the alleged bullying involves the Head Teacher, the matter should be directed to the Deputy Head Teacher, Sarah Kirkham.

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. In the response to a report of bullying, school will:

- Take the matter seriously and investigate the issue by talking with the victim, the alleged bully, other children (who may have seen actions) and any other relevant staff.
- Get back to the parent(s) to discuss what the investigation has found out and inform of what is being done as a response and how the school will act to try and prevent this occurring again.
- Consider the context of individual cases including any protected characteristics for the target and alleged bully and how this may influence any actions taken.
- Deal with the matter in a sensitive and confidential manner.
- Continue to monitor the situation, even after it has been dealt with.
- Use appropriate strategies in class to encourage positive social skills and support pupils' emotional development – eg: via PSHE sessions.
- Employ specific, solution focused interventions, as appropriate; working on a 1:1 basis or in a small group with the victim, perpetrator, bystanders and/or others affected by the bullying, referring to outside agencies if appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises eg: in the case of cyberbullying or hate crime.
- Consolidate views and actions using multi agency meetings, where appropriate.

If staff become aware of any bullying taking place between pupils, we deal with the issue immediately. This will involve support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying (as identified in the school's behaviour policy). These will be relevant to the incident and are at the discretion of the Head Teacher.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. All incidents of bullying are recorded using CPOMs (our safeguarding system). The parents of the victim, the bully and any bystanders will be contacted.

If a child is found to be bullying another child or has not responded to guidance they have been previously given, we then invite the child's parents into the school to discuss the situation. At this point, a discussion will be held around the decision for future actions, such as introducing an external agency for targeted support, via the Nottinghamshire County Council Pathways to Provision and the completion of an Early Help Assessment Form, if appropriate.

In some cases, it may be appropriate for staff to liaise with the lead for young carers and looked after children. It may also be appropriate to liaise with the Designated Safeguarding Leads within school, if there are any safeguarding issues to consider. This could lead to a referral to the Multi Agency Safeguarding Hub.

All disciplinary sanctions are in accordance with the school's behaviour policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable.

When warnings (part of the school's behaviour system) are placed on a child, staff are proactive in finding out what happened beforehand. This gives any potential victims of bullying the opportunity to tell someone what is happening. Furthermore, if the incident is in retaliation to bullying towards them, that child has the opportunity to speak about previous events which have led to the situation. Where the retaliation to bullying is serious, then the person who has retaliated may also have to receive sanctions as identified in the school's behaviour policy. This is also at the discretion of the Head teacher.

A clear complaints procedure is available for parents who feel they are not satisfied with the strategies and procedures used at any time during the process.

### ***Recording bullying and evaluating the policy***

Bullying incidents will be recorded by the member of staff who deals with the incident using CPOMS digital system. The Headteacher must be linked into the message. A termly review is held between the safeguarding leads for discussion and monitoring of any bullying incidents.

The information stored will be used to ensure incidents are monitored and/or 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 and briefings when appropriate and/or necessary and will be stored in accordance with GDPR.

Anonymised information will be presented to the governors on a termly basis and discussed further as part of governor visits.

The policy will be reviewed and updated every two years.

### ***Strategies for preventing bullying***

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

#### **Support for pupils in the form of:**

- Involvement in the United Against Bullying Programme
- E-Safety programme (including specific curriculum input on areas of concern such as cyber bullying and internet safety) & class IT promises
- PSHE lessons (Jigsaw) include work on challenging prejudice-related language and behaviour and challenging unconscious bias
- ELSA Support – including specific interventions for individuals and identified groups
- Whole school assemblies – promote PRIDE Values
- Actively promoting the celebration of difference and diversity via PSHE and RE curriculum, celebration events, assembly themes and involvement in the Diversity Champions project – via Equals Trust
- Pupil Voice - School Council, Wellbeing Council, Play Leaders



- Cross phase buddy scheme
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups
- Ensuring that images and materials used reflect all groups in British society

#### **Support for parents in the form of:**

- An open-door policy, which encourages open discussion between school and home.
- Access to guidance, advice and possible referral to external agencies, via Sarah Kirkham.
- 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 supervision
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Discussions in staff meetings and briefings around the resources and support available to staff when dealing with bullying related behaviour
- Anti-Bullying Alliance resources for all staff

#### ***Links with other policies***

<b>Policy</b>	<b>Why</b>
Child on Child abuse Policy	Linking bullying especially sexualised behaviour, exploitation
Behaviour Policy	Rewards and sanctions, Code of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable Use Policy	Cyber bullying and online safety
Equality Policy Accessibility Policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Whistleblowing/Confidentiality Policy	Reporting and recording
PSHE Curriculum	Strategies to prevent bullying as part of a structured PSHE programme
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

#### ***Useful Links and Organisations***

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

**The Anti-Bullying Alliance (ABA):** Founded in 2002 by NSPCC and National Children's Bureau, the AntiBullying Alliance ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

**The Diana Award:** Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

**Kidscape:** Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

**The BIG Award:** The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

**Restorative Justice Council:** Includes best practice guidance for practitioners

### **Cyber-bullying and online safety**

**Child Net International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

**Digizine:** provides online safety information for educators, parents, carers and young people.

**Internet Matters:** provides help to keep children safe in the digital world.

**Think U Know:** resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online. This includes advice for schools and colleges on responding to incidents of 'sexting.'

### **LGBT**

**Barnardo's:** through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

**EACH:** (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

**Metro Charity:** an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

**Proud Trust:** helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

**Schools Out:** Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

**Stonewall:** An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

### **SEND**

**Mencap:** Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

**Changing Faces:** Provide online resources and training to schools on bullying because of physical difference.

### **Cyberbullying and children and young people with SEN and disabilities:**

Advice provided by the **Anti-Bullying Alliance** on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

**Information, Advice and Support Service Network:** Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

### **Mental health**

**MindEd:** Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

**PSHE Association** – guidance and lesson plans on improving the teaching of mental health issues **Race, religion and nationality**

**Anne Frank Trust:** Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

**Educate Against Hate:** provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

**Show Racism the Red Card:** Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

**Kick It Out:** Uses the appeal of football to educate young people about racism and provide education packs for schools.

**Tell MAMA:** Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

**Anti-Muslim Hatred Working Group:** Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

### **Sexual harassment and sexual bullying**

**Ending Violence against Women and Girls (EVAW): A Guide for Schools.** This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

**Disrespect No Body:** A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

**Anti-bullying Alliance:** advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

**March 2023**

**To be reviewed in March 2025, or in response to national directives and local guidance**