Endon Hall Primary & Nursery School

'Learning Together and having fun'

Anti-Bullying Policy

Policy updated: November 2020   **Review date:** November 2023

Philosophy and Rationale

Endon Hall Primary & Nursery School is committed to a consistent, inclusive approach to education that provides for an environment and curriculum which encourages children to maximise their potential. High expectations for behaviour exist. Bullying in any form is not tolerated in our school community.

Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:
- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:
- Behaviour Policy
- Online Safety Policy
- Child Protection and Safeguarding Policy
- Relationships, Sex and Health Education Policy

Aims

- To create a safe and happy environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy
- To support all children to develop to their true potential without fear and make the most of all educational opportunities

Roles and responsibilities

The governing board is responsible for:
- Evaluating and reviewing this policy
- The overall implementation of this policy
- Ensuring that the school adopts a tolerant and open-minded policy towards difference
- Ensuring the school is inclusive

The headteacher is responsible for:
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Identifying trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

Teachers are responsible for:
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing other staff, where relevant, of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents/Carers are responsible for:
- Informing school staff if they have any concerns that their child is the victim of bullying or involved in bullying in any way.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:
- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

What is Bullying?

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms and can be motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously our first priority.

Bullying is generally characterised by:
- **Repetition**: Incidents are not one-offs; they are frequent and happen over a period of time.
- **Intent**: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting**: Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations**.**

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils with SEND.
- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.

At Endon Hall Primary & Nursery School bullying is considered to be "unacceptable behaviour which occurs 'lots of times, on purpose'."

Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying can be acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Cyber-bullying: Bullying that occurs online (see Online Safety Policy).

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at any time of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Cyber-bullying is addressed through our Computing and RSHE curriculum, as well as in other relevant lessons and activities, in order to empower all staff and children to consider and appropriately tackle issues surrounding this form of 'virtual' bullying. See our Online Safety Policy for further information.

Proactive and preventative strategies

Endon Hall Primary & Nursery School uses a range of proactive strategies to create an environment that inhibits bullying, both in the school building and playground, including:

– Investigating reported instances of bullying, speaking to pupils to find out the cause of any problems and, ultimately, putting strategies in place to stop any form of bullying taking place/reoccurring.

- Encouraging pupil cooperation and the development of interpersonal skills using group and pair work.

- Discussing all types of bullying as part of the curriculum.

- Promoting and celebrating diversity, difference and respect for others.

- Providing opportunities to extend friendship groups and interactive skills through participation, including in special events/projects.

- Making all members of the school aware of this policy and their responsibilities in relation to it.

- Undertaking training on identifying and dealing with the different types of bullying.

- Providing safe places, supervised spaces, and/or alternative support during free time if pupils feel threatened or wish to be alone.

- Being alert to, and addressing, mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

- Ensuring that potential perpetrators are given support as required, addressing the reasons why they have behaved in a certain way.

Within the curriculum the school raises awareness of the nature of bullying, including cyber bullying, in a variety of ways. For example, via assemblies, workshops (including those delivered by professional groups i.e. Childline/NSPCC), and theme weeks etc. This supports children in understanding that bullying can take many forms, helps them to understand the impact of such behaviour on people, and enables discussion regarding what constitutes and defines bullying.

Possible signs of Bullying

Children who are being bullied may show changes in behaviour, such as:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Truancy
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with damaged clothes/possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered

The signs outlined above may not be solely due to bullying, further investigation/support may be required.

Identifying and tackling Bullying

At Endon Hall Primary & Nursery School, we may identify and tackle bullying in the following ways:
- Strongly encouraging children to speak to a trusted adult if they feel they have been/are being bullied
- Close observation of children's behaviour in the classroom, at breaks and at other times by adults
- Listening to the views of children and parents/carers sympathetically
- Investigating incidents and notes kept where necessary
- Immediate communication between school staff, where necessary, to ensure the situation is monitored and appropriate support is provided
- Support for the person being bullied and the person responsible for the bullying may be provided

Through this we:-

a) Reaffirm the individual value of the person bullied
b) Help the person who is responsible for the bullying to think through the appropriateness/consequences of their actions
c) Clearly establish the next steps/sanctions for the person responsible for the bullying
d) Clarify our expectations regarding future behaviour

- Parents/carers of the person who has been bullied may be contacted.
- Parents/carers of the person responsible for the bullying may be contacted.

Reactive strategies

Following investigation, if bullying is found to have occurred, a range of reactive strategies may be used to respond to a bullying incident, including:

1. Headteacher/Deputy Headteacher involvement (if not already instigated)
2. Unacceptable behaviour challenged and warning about future conduct
3. Sanctions issued (in line with the Behaviour Policy)
4. An informal reporting system may be initiated – this would require the child responsible for the bullying to report at set times during breaks/lunchtime to a designated adult to allow monitoring
5. Loss of break/lunchtime/privileges
6. Parent/Carer/Child meeting if incidents persist – agreement to be reached regarding future conduct and actions to be taken, possibly including a regular written report
7. A planning meeting may be arranged to plan support/help for the person responsible for the bullying
8. Advice and support could be sought from the Local Authority Behaviour Support Team
9. The child may be collected by parents/carers or withdrawn from the playground at lunchtimes if a problem persistently reoccurs
10. Although we wouldn't envisage the situation arising, a fixed-term exclusion from school may be initiated in order to ensure the safety of other children if the pattern of bullying continues after previous sanctions/meetings have been tried. Where the serious nature of bullying incidents despite previous sanctions have continued and the safety of children is persistently undermined a permanent exclusion may be considered.

Incidents relating to adult members of the school community

Any adult members of the school community who feel they have been inappropriately treated are encouraged to speak to a member of the school's leadership team and/or the Chair of the Governing Board, in line with our Whistle Blowing Policy. All reports will be investigated promptly and course of action decided upon in accordance with the Local Authority guidelines.

Monitoring

All staff members are accountable to the Headteacher/Deputy Headteacher for the day to day monitoring of the Anti Bullying Policy. The Headteacher/Deputy Headteacher will monitor the overall effectiveness of the policy on an on-going and case-by-case basis. The Chair of the Governing Board, where necessary and/or appropriate, will receive information on the implementation of the policy. The school will review this policy on a regular basis and assess its implementation and effectiveness. All members of the school community are responsible for implementing the policy.

Concerns or Complaints

Concerns or complaints regarding the implementation of this policy will be considered in line with our Complaints Policy.