

Anti-Bullying Policy

The Governors of Brindle Gregson Lane Primary School have adopted the following anti-bullying policy within the framework of the whole school Behaviour Policy. This policy fully complies with the Department for Education (DfE) guidance “Preventing and Tackling Bullying” (September 2013), The Education and Inspections Act 2006 and The Equality Act 2010.

This policy should be read in conjunction with our Behaviour Policy.

1. School Aims:

Our school will work with the community and other partners to provide an environment where all are:

- secure, happy, valued and cared for by all other members of our community and can develop socially, morally, emotionally, intellectually and physically.
- confident in voicing concerns, raising questions and exploring and confirming values and beliefs.
- listened to with respect - having their concerns recognised, recorded and appropriately acted upon.
- identified and appropriately supported if they are suffering from maltreatment, neglect, violence or sexual exploitation.
- safe whilst on the school site and that proactive measures are taken regarding safety in the community.
- safe from bullying and discrimination in our community that respects and cares for others.
- safe from crime and anti-social behaviour in our school environment.
- all adults are expected to lead by example.

2. What is Bullying?

The Lancashire Anti-Bullying Charter defines bullying as “using repetition to target an individual or group to intentionally harm their target either physically or emotionally, resulting in making them feel out of place, unsafe or bad about themselves”.

It is usually conscious and willful and commonly consists of repeated acts of aggression and/or manipulation. It can take a number of forms - both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

3. Statement of Intent:

In line with our ethos and values, we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a happy and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents

will be dealt with promptly and effectively, acted upon and recorded on CPOMS. Parents/carers will be informed of incidents as appropriate, listened to, and kept apprised of how their concerns are being dealt with. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff.

4. Objectives of this policy:

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it consistently when bullying is reported.
- All pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated and all types of bullying are regarded as unacceptable.
- Make sure pupils have someone to talk to through a worry box system, playground buddies, School Council and adults making themselves available and accessible to children whether another pupil or adult, if they are being bullied.
- Provide a secure and robust framework for recording and managing incidents. The policy aims to reduce the incidence of bullying.

5. Overarching Principles:

The school recognises the very serious nature of bullying and the negative impact that it can have on the lives of pupils and is therefore fully committed to the following key principles of best practice in preventing and tackling bullying behaviour:

A positive school culture and climate which:

- is welcoming of difference and diversity and is based on inclusivity.
- encourages pupils to disclose and discuss incidents of bullying behaviour in a non-threatening environment.
- promotes respectful relationships across the school community.

Effective leadership:

- A school-wide approach;
- A shared understanding of what bullying is and its impact

Implementation of education and prevention strategies (including awareness raising measures) that:

- build empathy, respect and resilience in pupils.
- explicitly address the issues of cyber-bullying and identity-based bullying including in particular, homophobic bullying.

Effective supervision and monitoring of pupils:

- Support for all staff;
- Consistent recording, investigation and follow up of bullying behaviour (including use of established intervention strategies);
- On-going evaluation of the effectiveness of the anti-bullying policy.

Building a Positive School Culture and Climate at Brindle Gregson Lane Primary School.

As a School we will:

- Develop a school ethos in which bullying is regarded as unacceptable.
- Provide a safe and secure environment where all can learn without anxiety and measures are in place to reduce the likelihood of bullying.
- Model respectful behaviour to all members of the school community at all times.
- Explicitly teach pupils what respectful language and respectful behaviour looks like, acts like, sounds like and feels like in class and around the school.
- Display key respect messages in classrooms, in assembly areas and around the school.
- Involve pupils in the development of these messages.
- Catch the children being good - notice and acknowledge desired respectful behaviour by providing positive attention and rewards in-line with the Behaviour Policy.
- Consistently tackle the use of discriminatory and derogatory language in the school – this includes homophobic and racist language and language that is belittling of pupils with a disability or Special Educational Need (SEN).
- Give constructive feedback to pupils when respectful behaviour and respectful language are absent.
- Have a system of encouragement and rewards to promote desired behaviour and compliance with the school rules and routines (in-line with the Behaviour Policy).
- Explicitly teach pupils about the appropriate use of social media.
- Positively encourage pupils to comply with the school rules on mobile phone and internet use. Follow up and follow through with pupils who ignore the rules.
- Actively involve parents in awareness raising campaigns around social media.
- Actively promote the right of every member of the school community to be safe and secure in school.
- Highlight and explicitly teach school rules in pupil friendly language in the classroom and in common areas.
- All staff can actively watch out for signs of bullying behaviour.
- Ensure there is adequate playground/outdoor supervision and that all welfare staff are well trained and supported.
- School staff can get pupils to help them to identify bullying “hot spots” and “hot times” for bullying in the school.
- Hot spots tend to be in the playground/outdoor areas, corridors, toilets and other areas of unstructured supervision.
- Hot times again tend to be times where there is less structured supervision such as when pupils are in the playground or moving classrooms.
- Support the work of School Council.

6. Types of Bullying (see Appendix 3 for more detailed definitions)

Bullying generally falls into one or a combination of the following categories:

Physical bullying - Unprovoked assault on a person or group which can range from a 'prod' to grievous bodily harm.

Psychological - Reduction of a person's self-esteem or confidence through threatening behaviour, taunting or teasing about race, gender, sexual orientation, disability, family circumstances, appearance, or any other feature of their lives which can be used to wound them.

Social - Ostracism/rejection by peer group.

Verbal - The use of language in a derogatory or offensive manner, such as swearing, racist or sexist abuse, homophobic abuse, sexual innuendo, spreading rumours, etc.

Homophobic bullying - Any hostile or offensive action against lesbians, gay males, bisexuals or transgenders or those perceived to be lesbian, gay, bisexual or transgender.

Cyberbullying - the use of mobile phones and the internet to deliberately upset someone else.

7. Scope of this Policy

Isolated or one-off incidents of intentional negative behaviour, including a one-off offensive or hurtful text message or other private messaging, do not fall within the definition of bullying and should be dealt with, as appropriate, in accordance with the school's code of behaviour and logged appropriately.

However, in the context of this policy, placing a one-off offensive or hurtful public message, image or statement on a social network site or other public forum where that message, image or statement can be viewed and/or repeated by other people will be regarded as bullying behaviour.

Negative behaviour that does not meet this definition of bullying will be dealt with in accordance with the whole school behaviour policy. Bullying and harassment of staff is dealt with under a separate policy in line with the Local Authority's policy/procedures.

8. Responding to Bullying Behaviour

Preventative measures

Our school has a strong ethos based on our values. The education and prevention strategies the school will use to prevent bullying include PSHE, friendship groups, nurture groups, e-safety education, playground buddies, collective worship, whole school staff and governor training, Lancashire Anti-bullying Charter resources, anti-bullying week and associated resources.

Procedures for dealing with bullying behaviour

The relevant teacher(s) for investigating and dealing with bullying are as follows:

- Class teacher of bully/victim
- Member of Senior Leadership Team (SLT).

The school's procedures for investigation, follow-up and recording of bullying behaviour and the established intervention strategies used by the school for dealing with cases of bullying behaviour are laid out in the Anti-Bullying Procedures flowchart at Appendix 1.

Procedures for recording bullying behaviour

Any incidents of derogatory language, behaviour and episodes of bullying **MUST** be logged on CPOMS at the time (see Appendix 1 and 2).

They must be formally reviewed every two weeks, one month, six weeks, one full term (using agreed review form).

Schools have a statutory duty to report racist incidents to the local authority. The Incident Logging Record Form should be returned to the head teacher or a designated person who will take responsibility for advising colleagues and ensuring that all incidents are logged, investigated, recorded and actions taken.

Support for pupils:

The school's programme of support for working with pupils affected by bullying includes:

- Counselling
- Circle time
- Nurture groups
- Buddy system

Range of Actions/Strategies that may be applied

In line with the Whole School Behaviour Policy, the school will respond robustly to any incident of bullying behaviour and has a range of sanctions and interventions available, ranging from "time out" to exclusion..

9. Supervision and Monitoring of Pupils

The Governing Body confirms that appropriate supervision and monitoring policies and practices are in place to both prevent and deal with bullying behaviour and to facilitate early intervention where possible.

10. Prevention of Harassment

The Governing Body confirms that the school will, in accordance with its obligations under equality legislation, take all such steps that are reasonably practicable to prevent the sexual harassment of pupils or staff or the harassment of pupils or staff on any of the grounds specified.

11. Implementation of the Policy

Parents are informed about this policy through the newsletter and school website. All staff have been made aware of this policy and hard copies are kept in the classrooms, staff room and office. Children are made aware of the policy through the curriculum work, assembly and collective worship.

12. Monitoring the anti-bullying policy process

The head teacher and SLT gather data through;

- the pupil and parent questionnaires
- monitoring the number of incidents
- canvassing opinion amongst the children.

13. Evaluating the Policy

This policy will be reviewed annually by staff and governors. We will measure the effectiveness through the number of reports and incidents as well as discussion with our children.

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Appendix 1

Anti-Bullying Procedures

Bullying concern is reported to school by another pupil, parents or members of the school community

OR

Victim personally reports bullying, e.g. using a 'worry box' / incident card or directly to an adult / Buddy / in the school.

Recorded formally on CPOMS where an incident has occurred. Class teacher is accountable - log discussion and monitor. SLT to be informed. Revisit in in two weeks if no other incidents reported beforehand.



Meeting takes place between victim and appropriate adult in school, e.g. class teacher.

- Clarify the facts and complete the appropriate behaviour/bullying/derogatory incident form.
- Suggested ways forward agreed.
- Short review time agreed - perpetrator placed on a two week monitoring chart and victim given a chart to record feelings.

Both sets of parents must be informed.

Reviewed after two weeks by class teacher and SLT. Log the review.



Designated adult leads discussion (team leader) /interview with all parties.

- Actions / strategies are agreed.
- Parents informed.

Longer term review - one month and then six weeks (using agreed review form).

Class teacher - feedback to parents of both parties involved after one month.



Agreed actions or strategies delivered by trained members of staff (SLT/SENCO) or approved external agency.

Restorative justice where appropriate (use professional judgement).

- Mediation/Counselling
- Anger management
- Peer mentor/buddy support
- External agencies
- Circle of friends
- Consider whether or not a Common Assessment Framework (CAF) is necessary (either through SENCO or Strategic Behaviour Lead)
- SLT-Review with victim after one full term

SENCO/SLT to inform Welfare Staff of any issues regarding behaviour/bullying/derogatory language incidents and record on CPOMS.

If the issues are not resolved

If issue unable to be resolved internally by school:

- Head teacher and Chair of Governors inform/seek advice from Local Authority (LA) Anti-Bullying Development Officer
- Parents should, if requested be given a copy of the schools complaint procedure

Dealing with Homophobic and Derogatory Language for Class Teachers/SLT

1. A pupil makes a derogatory remark such as 'That's so gay'/spaz/retard/ginger whinger.

Tell the pupil that homophobic/derogatory language is not accepted in our school community. Explain that homophobic/derogatory language is offensive and why.

DOES THE PUPIL UNDERSTAND? NO



2. The pupil continues to make comments, as does the rest of the class. Explain in more detail the effect that discriminatory language has on people and that, like racist language, homophobic or other derogatory language will not be tolerated.

Log the incident on CPOMS.

DOES IT STOP? NO



3. Inform a senior leader-Deputy Headteacher (DHT)/Assistant Headteacher (AHT) being first port of call, then Headteacher (HT).

The pupil should be taken to one side and calmly and clearly reminded of the school policy on use of derogatory language. Log the incident in the file.

DOES IT STOP? No



4. In accordance with the school policy, parents will be invited into school to discuss the behaviour displayed and their attitude towards homophobic language. This meeting needs to be attended by the class teacher and a member of the SLT.

Even if parents think 'gay' should be treated differently, this does mean that homophobic language or bullying is acceptable.

Record points discussed - be factual.

PARENTS RESPOND NEGATIVELY Yes



5. SLT- Explain to parents why this policy is important as part of our school policy on behaviour.

Explain that all pupils have the right to feel safe at school. Reiterate that they play an integral role in the education of their child regarding their behaviour towards others, and that they have an obligation to uphold our school policies

NB:

- Welfare staff to make a note of key facts and hand over to the class teacher at the first instance.
- SLT to be informed and to log on CPOMS..
- When explaining the term 'gay' we must take the whole school approach that ***'it is the term used for two same sex people in a relationship'***

Bullying Definitions

Cyberbullying

Cyberbullying is a rapidly changing phenomenon and adults tend to be much less familiar with the ways in which it is conducted than young people are. More than the well-established forms of bullying, it can significantly add to victims' sense of insecurity. Victims can be contacted anonymously in places and at times which they once thought safe, particularly through social networking sites and messaging services. Peer-to-peer pressure and anti-social behaviour using mobile phones and the internet are an expanding and rapidly evolving area of concern.

Good practice, in terms of strategies that schools can adopt to prevent cyberbullying and promote the safe and positive use of technology, include some of the following principles and strategies:

- Providing clear definitions of cyberbullying and information about how pupils can report any concerns about the inappropriate use of technology
- Ensuring staff are trained and aware of the options available to prevent cyberbullying and how to support students
- Ensuring staff have a clear understanding of the boundaries between their own professional and personal use of social networking
- Identifying a named member of staff who will lead on policy development, along with the coordination and implementation of resources and provide information about the strategies available to promote e-safety
- Making use of the curriculum to promote a culture and ethos for the responsible and safe use of technology
- Providing information for parents and carers about the ways in which they can support the positive use of technology
- Recording, investigating, monitoring and responding to any instances of cyberbullying, working in partnership with pupils, parents and staff
- Being aware of how and when to contact service providers

Gender bullying

Gender bullying is widespread and it impacts on both females and males although it is principally perpetrated by boys and men. It can be understood as a verbal, physical or psychological attack. Behaviour associated specifically with gender bullying may also include:

- Abusive name calling
- Use of sexual innuendo and unwanted propositioning
- Graffiti with sexual content
- Spreading rumours questioning sexual reputation

Strategies for addressing gender bullying in schools include:

- Making explicit reference to sexual or gender bullying within the school's anti-bullying policy
- Promoting curriculum opportunities to address gender bullying and gender stereotypes
- Promoting positive images of both girls and boys in non-traditional and non-stereotypical roles in the formal and informal curriculum
- Skills and strategies to deal effectively with the impact that language has on all aspects of diversity and equality

- Recording all incidents of sexist language and bullying and using this to inform future practice
- Involving key stakeholders in training, policy development and measures to support an ethos for respect and anti-bullying

Equality Act 2010

The Act, which applies to all organisations that provide a service to the public or a section of the public, protects people from discrimination on the basis of 'protected characteristics'. The relevant characteristics for services including schools are:

- Disability (this applies to a person who has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities)
- Gender reassignment
- Pregnancy and maternity
- Race – this includes ethnic or national origins, colour and nationality
- Religion or belief
- Sex
- Sexual orientation

If a school is aware that a pupil or member of staff is being bullied due to having or being perceived to have, one of these characteristics and fails to take reasonable steps to address the issue, it may be in breach of the Act.

Racist bullying

'A racist incident is any incident which is perceived to be racist by the victim or any other person', Race Relations (Amendment) Act 2000. Racist bullying can range from name-calling and verbal taunts to physical attacks and involves the aggressive targeting of an individual or individuals on the grounds of their perceived racial cultural and national or religious identity. Not only is this behaviour unacceptable within the school context, it is also unlawful and all schools must take appropriate action to ensure that such behaviour is eliminated.

Essential and immediate action includes making a commitment to the formalised, recording and reporting of racist incidents by all staff, both through using systems within school and through subsequent completion and return of the LA's Racist Incident Report Form. Monitoring information and data about racist incidents must be reviewed by the governing body and returned to the LA on an annual basis.

Strategies for addressing racist bullying in schools include:

- Linking anti bullying policies with equal opportunities and race equality policy
- Commitment to training for all teaching and non-teaching staff around understanding and promoting diversity and equality and how to deal effectively with racist incidents
- Ensuring that the pastoral and academic curriculum includes anti-racist work
- Promoting good home/school liaison that ensures minority ethnic parents are guaranteed equality of access to procedures

Religion and bullying

A school where the message is taught in a sensitive and creative way creates a culture where we can engage in a non-threatening way with others whose opinions differ from our own without fear or dogmatic unpleasantness between us.

Every child and adult has the right to the freedom of religious belief and thought, and we will promote vigorously in school the responsibility to deal lovingly and respectfully with all.

Unacceptable behaviour which may amount to religiously motivated harassment includes:

- Mocking or harshly criticising other people's practice of their religion and the outward manifestations of this in dress or behaviour.
- Possessing and distributing materials in schools which express discriminatory or disrespectful views about other people
- Inciting other children to behave in similar ways, in such a way as one child or group of children becomes the object of persecution.

If an incident of religious harassment is brought to the attention of the Police, the perpetrator may be liable to prosecution under the Crime and Disorder Act 1998. Schools should explain to pupils that this sort of behaviour is not only against the school code but breaks the law.

Homophobic bullying

Homophobic bullying has become commonplace in some British schools in recent years. Schools are also faced with the challenge of derogatory language being used as commonplace insults. Homophobic abuse is also directed at young people who are perceived not to follow conventional patterns of behaviour. It is often present in institutions which fail to challenge it, including schools.

Homophobic bullying is most effectively challenged through a whole school approach. School leaders should seek to create a school ethos in which pupils understand that homophobic bullying is as unacceptable as racist or sexist bullying. This requires the involvement of the entire school community and will have implications for curriculum planning and resourcing as well as working with external agencies.

Specific mention of homophobic bullying should be made in schools' anti-bullying policies and it should be recorded as a specific category of bullying in order to allow schools to identify the extent of the problem.

Young people with learning difficulties, disabilities or appearance issues

Children with special needs and disabled or disfigured children may be targeted because of their need or disability. Pupils with learning disabilities or communication difficulties may not understand that they are being bullied or may have difficulty in explaining that they are being bullied. School staff should look out for signs of bullying and act if they suspect a child is being bullied.

Strategies for addressing the bullying of pupils with special educational needs (SEN) include:

- Making explicit references to the bullying of students with SEN in the anti-bullying and equal opportunities policies
- Maintaining good communication between staff around specific needs or behaviour exhibited by specific children
- Ensuring responses from teaching and non-teaching staff to SEN or disabled children within the school environment are sensitive and do not draw unfavourable comparisons with other pupils
- Raising awareness about SEN/disability issues within the Personal, Social, Health and Economic (PSHE), Sex and Relationship Education (SRE) Citizenship frameworks, assemblies, visitors to school and fund raising.

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