

BILLINGHAY CHURCH OF ENGLAND PRIMARY SCHOOL
ANTI-BULLYING POLICY
September 2024

Believe to achieve, empowering a community of hope and aspiration.

'Ask and it shall be given, seek and you will find, knock and the door will be opened.' Matthew 7.7 ensures our community knows that with hard work, determination and God's help they can open doors to a brighter future.

We are inspired by the life of St Thomas and like him we are on a journey with our values supporting us as we travel. Our pupils will have the courage to challenge and ask questions with curiosity. St Thomas empowers us to learn from past and current events to be able to shine bright with hope and raise our aspirations to go out and change the world.

Our Vision statement:

Working together to raise aspirations, empowering a community of hope. We seek to develop resilient, curious and creative minds, inspiring everyone to shine bright and be positive members within our church school community.

We promote a culture of mutual respect between all the people who work in or visit our school. We aim to create an inclusive curriculum creating a culture where everyone can shine bright living well in their own skin and be happy for others. Our school is a place where everyone is able to flourish within a culture of love that accepts and forgives.

We involve our community in understanding and implementing expectations and systems to encourage this, and to act consistently and vigilantly within agreed guidelines. We work towards creating an environment in which all can achieve and shine brightly. Every person in our school is to be revered and respected as a member of a community where all are known and loved by God. By doing this we will create an environment which maximises the potential of everyone, ensuring they are resilient, curious, creative and aspirational for the future.

1. Rationale

- 1.1 The DfE 'Preventing and tackling Bullying' July 2017 document defines bullying as behaviour by an individual or group that is repeated over time which intentionally hurts another individual or group either physically or emotionally.
- 1.2 Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. This imbalance of power can manifest itself in a number of ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Bullying can occur amongst any group of people in school, whether they be child or adult and although sometimes occurring between two individuals in isolation, it quite often takes place in the presence of others.
- 1.3 Bullying can take many forms and that it is often motivated by prejudice against particular groups. See 1.5 below.
- 1.4 The main types of bullying are:
 - Physical (hitting, kicking, pushing, pinching, theft, extortion or unwanted / inappropriate physical contact).
 - Verbal (name calling, racist remarks, teasing, insulting, making threats, taunting, mocking, making offensive comments or threat of intimidation).

- Emotional / Indirect (spread untruthful hurtful rumours, excluding someone from a social group, gossiping, tormenting).
 - Damage to personal property / belongings.
 - Visual / written (e.g. graffiti, gestures, wearing racist insignia).
 - Cyber Bullying 'virtual bullying' can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target (messaging, social media, gaming, email etc). It also includes the misuse of blogs, gaming websites and misuse of associated technology such as cameras and video facilities. Cyber bullying can happen at any time of the day.
- 1.5 We also recognise people are bullied for a variety of reasons which could include:
- 1) Bullying related to race, religion or belief, culture, gender (sexist bullying), sexual orientation (Homophobic or Biphobic), gender identity (transphobic), class or occupation.
 - 2) Bullying related to SEN or disabilities or a difference of any kind.
 - 3) Bullying related to appearance or health conditions.
 - 4) Bullying of children or staff new to school.
 - 5) Bullying linked to home or personal circumstance e.g. a child adopted, in care or who has caring responsibilities.
 - 6) Standing up against peer pressure.
 - 7) Cyber bullying.
 - 8) Actual differences between children or perceived differences.
- We recognise that list is not comprehensive and take all reasons very seriously.

2. Aims

2.1 We aim to:

- Create a climate where all members of the school community understand that bullying is not tolerated and all are treated with dignity and respect.
- Ensure a secure and happy environment is created which is free from the threat of harassment, discrimination or any type of bullying behaviour.
- Develop strategies to prevent bullying from occurring in the first place.
- Address any issues of bullying through curriculum opportunities that build self-esteem, self confidence and responsible assertiveness.
- Develop pupil support systems to prevent and respond to bullying.
- Create a school where all staff are aware of the importance of modelling positive relationships.
- Work in partnership with parents, other schools and services to promote safe communities and inform parents and pupils of the school's expectations.
- Create a system whereby pupils have confidence that their concerns will be treated promptly and seriously and that action will be taken which will not make the situation worse.
- Create a system whereby pupils know who to approach with their concerns.
- Recognise that bullying by staff is unacceptable as is bullying carried out towards staff.
- Act to prevent discrimination. School staff must act to prevent discrimination, harassment and victimisation within school. Individuals are legally protected from discrimination by the Equality Act 2010.

3. Implementation

3.1 Early signs of distress shown by victims includes:

- changes in behaviour such as becoming shy or nervous;
- being withdrawn, over quiet;
- work not being completed as before;
- faking illness;
- becoming a loner;
- if a child wants to remain with 'safe' adults;
- erratic attendance (taking unusual absences)/sick leave;

- general unhappiness/anxiety/fear;
 - late arrivals;
 - in the case of children who are bullied, bed wetting sometimes occurs.
- 3.2 We will focus on the victims of bullying. For pupils who experience bullying we will ensure:
- they are heard and have an immediate opportunity to discuss the experience with a member of staff;
 - they know how to report bullying and get help;
 - they are confident in the school's ability to deal with bullying;
 - steps are taken to help them feel safe again;
 - they are helped to rebuild confidence and resilience;
 - they know they can get support from others.
 - We make appropriate provision for a child's short term needs, including setting out what actions are being taken when bullying has had a serious impact on a child's ability to learn.
- 3.3 For pupils who engage in bullying behaviour:
- Establish the wrong doing and the need for change including considering the motivations behind the bullying and whether it reveals any concerns for the safety of the perpetrator. Where this is the case then the child engaged in bullying may need support themselves;
 - Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused. Disciplinary sanctions must be applied fairly, consistently and reasonably taking into account of any special educational needs or disabilities that the pupils may have;
 - They learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge;
 - They learn how to take steps to repair the harm they have caused.
- 3.4 We believe that prevention is better than cure. To enable this we will:
- Create an effective, inclusive learning environment in which contributions of all pupils are valued. Ensure all members of the school community are revered and respected as members of a community where all are known and loved by God.
 - Create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. This culture extends beyond the classroom to all areas of the school, both inside and outside, and also beyond the school gates including travel to and from the school. This culture of respect is reinforced by staff and pupils setting a good example to the rest.
 - Ensure pupils can feel secure and are able to contribute appropriately.
 - Ensure pupils take responsibility for their actions and behaviours and have a clear understanding of how their actions affect others.
 - Encourage the caring and nurturing side of pupils and adults.
 - Work for a caring, co-operative ethos (role play, paired, group work, termly Christian Values, circle time).
 - Discuss friendships.
 - Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak for themselves and express their own thoughts and opinions.
 - Ensure adequate supervision on the playground.
 - Positively encourage caring and discourage bullying.
 - Involve all pupils in issues relevant to anti bullying through the work of the School Council. Ensure it is easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted upon.
 - Ensure all pupils understand the school's approach and are clear about the part they can play to prevent bullying.
 - Take part each year in anti Bullying week activities.

- Ensure stereotypical views are challenged, openly discuss differences between people that could motivate bullying and ensure children learn to appreciate and view positively differences in others whether arising from religion, ethnicity, culture, gender, sexuality, sexual orientation (Homophobic or Biphobic), gender identity (transphobic ability, disability, appearance related difference or different family situations. We will discuss issues of difference in lessons, through dedicated events or projects or through Acts of Collective Worship.
 - Collective Worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
 - Regularly evaluate and update their approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers.
 - Implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.
 - With regards to cyber bullying, we offer support to parents on how to help their children engage safely and responsibly with social media.
- 3.5 Formal procedures for staff at school.
- All complaints of bullying whether made by pupils or parents will be dealt with immediately by the member of staff who has been approached. A clear account of the incident will be recorded on Arbor and reported to the Headteacher or in his absence the Assistant Headteacher. However we recognise that it is important that the victim of bullying reports any issues to any member of staff at school who they feel comfortable talking to. If this is the case then that member of staff will report to the Headteacher or in his absence the Assistant Headteacher bearing in mind confidentiality set out in point 4 of this policy.
 - Complaints of bullying made by staff will be dealt with by the Headteacher or if the complaint is about the Headteacher by the Chair of Governors. Refer to the Complaints Policy.
 - If the issue has not been dealt with to the satisfaction of the parties involved by a member of staff mentioned above and the bullying continues then the parents/carers of the child/children doing the bullying will be informed by phone.
 - If the bullying continues then a formal letter will be written by the Headteacher to the parents/carers of the child/children doing the bullying requesting a meeting at school to discuss the issue. We aim to involve parents/carers of both parties and explain action to be taken.
- 3.6 Informal procedures for all staff:
- Staff will stress that watching and doing nothing is supporting bullying.
 - Staff will be aware and tackle any racist or sexist language and homophobic, biphobic or transphobic language.
 - Staff will give support to both the victim and the bully.
 - Staff will work to develop the victim's self esteem and self value.
 - The bully needs to work with others (co-operation rather than competition).
 - Do not bully the bully. Staff will find out the reasons for bullying.
 - Reward non-aggressive behaviour in school.
 - Follow up complaints of bullying to support the victim and prevent reoccurrence.
 - Make clear to parents/carers the unacceptability of bullying e.g. no 'hit him back' attitude.
 - Use peer group pressure and disapproval.
 - Help all parties to see the other point of view – 'how would you feel if..?'
 - Make everyone aware of newcomers into school to make them feel welcome.
 - Staff to have opportunities for in-service training.
- 3.7 Bullying will not be tolerated. Should the above not stop the problem and when linked to sanctions in the Behaviour Policy then individuals will be suspended from school and the involvement of appropriate agencies sought. Depending on the seriousness of the situation the above steps could be bypassed.

4. Reporting and Recording Incidents of Bullying

- 4.1 We believe that bullying thrives where incidents are not reported.
- 4.2 All staff have a duty to challenge all forms of bullying inc. homophobic, biphobic and transphobic bullying and language and report it being vigilant to signs of bullying and play an active role in the school's efforts to prevent it.
- 4.3 Parents/carers have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration) and should support their children to report bullying. They are frequently the ones who report bullying incidents and should report incidents to their child's class teacher in the first instance. However, they should not wait if the class teacher is unavailable and should report to a member of senior staff.
- 4.4 Parents can take further action if they do not feel that their concern has been properly addressed. This is linked to our Complaints Policy.
- 4.5 Parents are aware that they can contact Parentline Plus on 0808 8002222 for further advice on helping their child to deal with bullying. There are other organisations that provide support and advice about bullying such as the Anti Bullying Alliance and Childline.
- 4.6 Pupils should watch out for signs of bullying amongst their peers. Pupils should never be bystanders to incidents of bullying and should always encourage the victim to report it.
- 4.7 Confidentiality and Child Protection.
We encourage pupils to report bullying in confidence. However, we recognise that staff cannot and should not promise total confidentiality. The boundaries of confidentiality should be made clear to pupils. If a pupil discloses information which is sensitive, not generally known, and which the pupil asks not to be passed on, the request will be honoured unless this is unavoidable in order for teachers to fulfil their professional obligations in relation to:
 - Child protection – such as ill-treatment (see Child Protection Policy).
 - Co-operating with a police investigation.
 - Referral to external services.
- 4.8 We will record all incidents of bullying and the action taken. Staff will record all reported incidents on Arbor. The Headteacher is responsible for recording any incidents of bullying reported to him, either directly from pupils, parents/carers or from members of staff in school.
- 4.9 The Headteacher will monitor all forms completed with regard to incidents of bullying.
- 4.10 The Headteacher is responsible for reporting incidents of bullying to the Governing Body.

5. Safeguarding children and young people

- 5.1 When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead (Mr Allen or in his absence Mrs Smithson) and report their concerns to their local authority children's social care in line with our school Safeguarding Policy.
- 5.2 However, external support can be given to pupils whether or not it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Full details can be found in Part 1 of Keeping Children Safe in Education and Chapter 1 of Working Together to Safeguard Children.

6. The Law

- 6.1 The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power

applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

- 6.2 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.
- 6.3 Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986. The following forms of bullying are illegal and will be reported to the police:
- Violence or assault.
 - Theft.
 - Repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages.
 - Hate crimes
- 6.4 Schools must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school.
- 6.5 If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

7. Bullying which occurs outside the school premises

- 7.1 School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
- 7.2 Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
- 7.3 While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

8. Bullying of School Staff

- 8.1 Bullying of staff, whether by pupils, parents or colleagues is unacceptable. School makes it clear that it is not acceptable for pupils, parents or colleagues to denigrate and bully school staff via social media in the same way that it is unacceptable to do so face to

face. Please refer to our Parent Code of Conduct Policy and the DfE publication 'Cyberbullying: Advice for Headteachers and School Staff'.

9. Derogatory Language

- 9.1 Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded on Arbor. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found to be using such language. Staff are also to record the casual use of derogatory language on Arbor.

10. Prejudiced Based Incidents

- 10.1 A prejudiced based incident is a one off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or a group of people and have a significant impact on those targeted. All prejudice related incidents are taken seriously and recorded on Arbor. The Headteacher is responsible for reporting any incidents regularly to the Governing Body.

11 Documentation

- 11.1 This policy is read in conjunction with the: DfE publication 'Cyberbullying: Advice for Headteachers and School Staff', DfE publication 'Preventing and tackling Bullying' July 2017, and our school policies inc Behaviour Policy, the Race Equality Policy, Child Protection Policy, Homophobic Bullying Policy, Parent Code of Conduct Policy and E Safety Policy incorporating the Acceptable Use of the Internet Policy. Valuing all God's Children from the CofE Education Office Autumn 2017.

12. Review

The Headteacher, staff, parents/carers and pupils will review this policy in Term 1 2025. Any suggested amendments will be presented to the Governors for discussion at their first meeting of Term 2 2025.

Signed:

Date: