Edgewood Primary School Anti-Bullying Policy

Introduction

At Edgewood 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.

Policy Development

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

- Members of staff through feedback including discussions at staff meetings and through our monitoring process which focuses on behaviour in line with Ofsted priorities.

- Governors through discussions at governor meetings, regular reports around behaviour through the headteacher's report and their involvement in monitoring weeks.

- Parents/carers through surveys and informal conversations.

- Children and young people through meetings with the school council and house captains as well as taking the feedback from pupils involved as victims and perpetrators in the rare known occurences of bullying at our school.

- Other partners such as YMCA (who provide our breakfast and after school care) and Next Level sports (who provide PE lessons and clubs).

This policy is available

- Online at www.edgewoodprimaryschool.co.uk
- From the school office

Key parts of this policy are also covered in the school's behaviour policy.

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 Lead in our school is the headteacher.

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 Coordinator in our school is the Behaviour Lead.

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 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 the 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.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-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 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

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 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

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- 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

• 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 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/carer, 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.

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 also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

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.

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
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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

Everyone in our school (including staff, visitors, parents/carers, children and young people) are strongly encouraged to report any and all concerning behaviour to any member of staff. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders). Parents and visitors are also able to raise concerns via emailing the school on office@edgewood.notts.sch.uk .

The 'Safe' strand of our behaviour reminder focuses heavily on pupils keeping themselves and their peers safe and we positively encourage and praise those that raise concerns about others and this is seen in how our pupils respond to unkind behaviour by pupils.

Once reported to any member of staff, that member of staff should follow the processes outlined within our behaviour policy and record the incident on Scholarpack. It is vitally important with instances of bullying that the victim is logged on Scholarpack as well as the perpetrator and bystanders so we can ensure that no one is a multiple victim of different perpetrators.

When this is logged on Scholarpack as a red card an email is automatically generated to the head and behaviour lead so we are aware and can follow up.

The number of red cards and type of red cards are reported to governors termly. When there have been rare instances of bullying we have then discussed those in our meeting so governors are aware of our robust response.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. Staff are aware of and follow the procedures set out in detail in our behaviour policy.

It is the school's aim that all incidents of unpleasant behaviour between pupils is dealt with as soon as possible using our behaviour policy before it escalates to a persistent and systematic pattern that would characterise bullying.

Any incident that constitutes even the start of bullying would receive a red card under our behaviour policy and parents would be informed as part of that process.

- Consider the context of individual cases including any protected characteristics for target and victim and how this may influence any actions taken

- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable

If we were to find that something was so serious that it transcended our behaviour policy we would then take further action. This would include:

- Interviewing all parties including target, bully and all others involved

- Informing parents/carers and having a meeting with them to express the seriousness of our concerns and ensure that they support our actions and work with us to prevent a reoccurrence of this behaviour.

- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate

- Following up all reported incidents, in particular keeping in touch with the person who reported the situation and parents/carers as appropriate to check the effectiveness of actions and reassess.

The school has a range of follow- up responses and support appropriate to the situation for all involved. These centre around class teachers and our pastoral team working with the victim(s), perpetrator(s), bystanders and others affected by the bullying. If we feel it is required the school will refer cases to outside agencies if appropriate such as:

- Police

- Schools Behaviour Partnership

- Children's Social Care.

- Early Help

- Online service providers in instances of online or cyber-bullying

- Or other agencies as appropriate.

We also reserve the right to 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 on Scholarpack.

Prejudice related bullying/incidents should no longer be reported to the local authority. However, it is important that schools still record these on Scholarpack using the relevant category to help inform planning of interventions.

Information stored in school 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. As required, this information will be discussed by staff and governors.

As previously stated this information is reported to governors termly and is also a key part of team monitoring. If there were instances within a team's pupils this would then be an action for the team to work on as part of their development work.

All information recorded on Scholarpack is done so in accordance with GPDR and other relevant regulations.

The policy will be reviewed and updated every two years.

Complaints

If anyone is unsatisfied with how the school has dealt with a bullying (or even a behaviour incident) they should refer to the schools Process of expressing concerns process so this concern can be resolved.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we actively promote the school's behaviour priorities with all pupils. We encourage all pupils to be Respectful, Ambitious, Proud and Safe. We reference these in our conversations with pupils and encourage them to reflect on their own and others' behaviours using these words to reinforce what they mean and how we expect everyone to behave at our school.

Alongside this we use some or all of 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
- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE lessons and cross curriculum themes
- Celebration events
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School council, house captains and sports captains.

Where instances of bullying have occurred we would look at reactive programmes for vulnerable groups or groups involved in bullying such as counselling and/or Mediation schemes usually run by our pastoral team.

If required we would use small group work specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

Support for parents/carers

If parents have any concerns or would appreciate any support with any aspect of bullying they should approach their child's class teacher in line with our parental concerns process. They will be best placed to either help directly or refer you to someone else in school who might be better placed to help directly or help you access support from someone outside of school.

Support for all school staff

To support all staff at school we ensure that all staff have:

- Staff training and development for all staff including those involved in lunchtime and before and after school activities
- Staff training around curriculum delivery of PSHE related curriculum areas
- The knowledge and understanding of how to record and support an incident and who to go to within school if they need further support.

Links with other policies

Policy	Why
Peer on Peer Abuse Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Child Protection Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Parental Concerns Process Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response