

# Broadbent Fold Primary School and Nursery



## Anti-bullying Policy

September 2023

## **Aims and Vision**

In- line with the Equalities Act (2010) we aim to ensure that any child, irrespective of protected characteristics (age, gender including intersex and transgender, ethnicity or sexuality including gay, lesbian, bisexual, transsexual and transvestite) is treated fairly and with respect. The law states that the public sector equality duty includes a general duty to, "Foster good relations between people who share a protected characteristic and those who do not."

At times it may be appropriate not to follow this policy in its entirety, in order to cater for the needs of an individual child. This policy is in conjunction with our Behaviour Policy, our Child on Child Abuse Policy and Child Protection Policy.

It is the aim of Broadbent Fold Primary School and Nursery:

- That every member of the school community feels valued and respected.
- Our policy promotes wellbeing and builds resilience.
- Each person is treated fairly and equally.

We are a caring community where values are built on mutual trust and respect for all.

The policy is therefore designed so that all members of the school can live and work together where all can learn without anxiety.

We aim to create a positive environment with realistic expectations, in which staff and parents work together for the welfare of the children and to make all those connected with the school and beyond aware of our opposition to bullying. At Broadbent Fold children are expected to adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions. The policy reflects our Rights Respecting Schools status. We aim to create a school community where the rights of all are respected and everyone understands the responsibilities that go alongside their 'rights'.

'Children have the right to come to school and focus on their studies free from disruption and the fear of bullying' (the White Paper 2010). Article 19.

"State Parties recognise the right of children to education" and "should take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity." Articles 28 and 29.

At Broadbent Fold Primary School and Nursery everyone is expected to be:

**READY**

**RESPECTFUL**

**SAFE**

These encompass values such as:

- ✓ **being kind and helpful**
- ✓ **listening**
- ✓ **being honest**

- ✓ working hard
- ✓ looking after property
- ✓ being polite and respectful

All members of the school community, whether child or adult are expected to aim for these expectations. Children are openly praised when exhibiting these expectations and a weekly certificate awarded to two children whom the Headteacher feels has demonstrated the expectations in an exceptional manner (or has tried their best to).

### **Statement of intent**

As a school we take bullying and its impact seriously. Children and parents to be assured that known incidents of bullying will be responded to. Bullying will not be tolerated; all children are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. The school will seek ways to counter the effects of bullying that may occur within school. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines a number of legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst children. These measures are part of the school's Behavioural Policy, which is communicated to all children, school staff and parents.

**Safeguarding** It is the responsibility of all adults in our school to ensure that all our children are safeguarded by following the safeguarding policy and procedures. All staff, parents/carers and children work together to prevent and reduce any instances of bullying at the school.

**What is Bullying?** Bullying is a persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying is generally characterised by:

**Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time (STOP).

**S**everal

**T**imes

**O**n

**P**urpose

- **Intent:** A pupil 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.

This type of behaviour will not be tolerated at Broadbent Fold Primary School and Nursery.

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:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

## **Types of Bullying**

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible

- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

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

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

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, 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 humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g., religion or mental health issues.

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

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

Broadbent Fold Primary School and Nursery views cyber bullying in the same light as any other form of bullying. The school will support children who have been victims of cyber bullying by holding discussions with the child about their feelings and whether the bullying has stopped.

In accordance with the Education Act 2011, the school has the right to examine files from children's personal devices, e.g., mobile phones, 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.

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Staff must remain vigilant about bullying behaviours that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

### **Bullying is Not:**

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset.

When occasional problems of this kind arise, it is not classed as bullying. It is an important part of children's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

### **Statutory Implications**

The school understands that, under the Equality Act 2010, it has a responsibility to: eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act; advance equality of opportunity between people who share a protected characteristic and people who do not share it; and foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of children and young people at the school to be breached by failing to take bullying seriously.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.

- The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
- Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, which is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.

- Other forms of bullying which are illegal and should be reported to the police include: violence or assault, theft, repeated harassment or intimidation and hate crimes.

## **Prevention**

Broadbent Fold Primary School and Nursery will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

School staff will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy. This curriculum will explore and discuss issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g., drama productions and sporting activities.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

A safe place, supervised by a teacher, will be available for pupils to go to during free time if they feel threatened or wish to be alone. The teacher supervising the area will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour.

These are some of the activities we offer children for dealing with and discussing bullying.

- PSHE and Citizenship lessons
- SMSC Curriculum
- School Vision
- Pupil Leadership Team
- Anti-bullying week
- Assemblies

#### E-Safety curriculum

Children are also consulted through in-school pupil questionnaires and pupil voice safeguarding questions.

Circle time, discussing and exploring bullying.

Diversity Week, celebrating difference

Support for mental health, mindfulness and nurture

Praise and reward for cooperative behaviour e.g., stickers, certificates and lunchtime awards

Effective supervision at playtimes and lunchtimes.

Training for midday supervisors

The provision of play equipment to reduce boredom and encourage positive play.

Development of the school grounds to provide a safe and stimulating environments for all children.

Indoor clubs at lunchtime developing cooperative play.

Extra-curricular activities.

The ethos and working philosophy of Broadbent Fold means all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour – P4C type conversations in KS2.

Staff follow the equality policy, supporting every child in our school. Staff are careful not to highlight differences of children or an individual child.

Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- We set the message do not suffer alone and speak out.
- Writing a our Class Charters.
- Wellbeing assemblies.
- Emotional registers.
- Buddy bench and friendship buddy.
- Writing stories or poems or drawing pictures about bullying.
- Reading stories about bullying or having them read to a class or assembly.
- Making up role-plays about what to do through scenarios of bullying.
- Having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly.
- Creating an item for the school website.



## Forest School

- During all Forest School sessions all adults will demonstrate positive behaviour.
- The Forest School Lead will use verbal and non-verbal positive reinforcement of suitable behaviour.
- During the Forest School sessions behaviour expectations are clear and consistent.
- Children are encouraged to listen and talk to each other in a respectful manner during all sessions.
- Where behaviour is deemed to be deliberately unsafe the child will be removed from the session and will then follow the school's sanctions policy.

### **What can you do if you are being bullied? (Pupil Leader Advice)**

Wherever you are in school, you have the right to feel safe. Nobody has the right to make you feel unhappy. If someone is bullying you, it is important to remember that it is not your fault and there are people who can help you. The children were all asked this question and we have included some of their strategies in the list below:

- Keep on speaking out until someone listens and helps you.
- Try not to let the bully know that he/she is making you feel upset.
- Try to ignore them.
- Be assertive – stand up to them, look at them directly in the eye, tell them to stop and mean it. (Although, this can be difficult). Don't fight – stop, walk and talk.
- Stay in a group, bullies usually pick on individuals.
- Get away safely as quickly as you can.
- Tell someone you can trust – it can be a teacher, a teaching assistant, a midday supervisor, a parent, a friend, a brother, a sister or a relative.
- If you are scared, ask a friend to go with you when you tell someone.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box. The Wellbeing Champion will read this and help.
- When you tell an adult about the bullying give them as many facts as you can (What? Who? Where? When? Why? How?).
- Never be afraid to do something about it and do it as quick as you can.
- Don't keep it to yourself.
- Don't blame yourself for what is happening.
- Call a helpline.

### **Specific Pupil Leader's Advice:**

- Be resilient.
- Asked to be moved in class.
- Act like you are not bothered – but still tell someone.
- Try not to get angry. Make it seem like you are not bothered – this can put them off.
- Be kind to them – they may change their attitude.
- Stand up to them for yourself and others but follow our values.

## **What can you do if you see someone else being bullied?**

Ignoring bullying is cowardly and unfair to the victim. Staying silent means the bully has won and gives them more power. There are ways you can help without putting yourself in danger. The children have also discussed this question in class and some of the strategies they suggested are listed below:

- Don't smile or laugh at the situation.
- Don't rush over and take the bully on yourself.
- Don't be made to join in.
- If safe to do so, encourage the bully to stop bullying.
- If you can, let the bully know you do not like his or her behaviour.
- Shout for help.
- Let the child know that you are going to get help. Offer friendship.
- Tell a member of staff as soon as you can.
- Try and befriend the person being bullied.
- Encourage the person to talk to someone and get help.
- Ask someone you trust about what to do.
- If you don't feel you can talk to someone about it, write it down and post it in the 'Worry' box. Our Wellbeing Champions will help.
- Call a helpline for some advice.

## **Bullying of children with Special Educational Needs**

Broadbent Fold is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are. Staff are aware that children with learning and or communication difficulties can be especially vulnerable to bullying and are particularly vigilant.

### **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school
- becomes withdrawn anxious, or lacking in confidence, self-harms
- cries themselves to sleep at night or has nightmares, feels ill in the morning
- begins to make less effort with schoolwork than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings

- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- is becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

### **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher/learning mentor and by a senior member of staff. Parents may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding) Other consequences may take place. E.g., a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the children will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g., police, counsellor.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour or an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded within Arbor (school data system) and CPOMs (Child Protection Online Monitoring) and monitored to ensure repeated bullying does not take place. The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

### **Key Roles and Responsibilities**

#### **The Role of Governors**

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.

- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

During safeguarding audits incidents of bullying will be discussed with the Governing Body Safeguarding Governors (Mr Moon).

### **The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school Anti-bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the antibullying policy and any recorded incidents on request. They will take into account new legislation and government guidance and using staff experience of dealing with bullying incidents in the previous year to improve procedures. The Headteacher ensures that all children know that bullying is unacceptable behaviour. They ensure that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The Headteacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

Incidences of bullying are recorded in CPOMs, this would include incidents where staff have had to become involved and speak with children and/or where parents have raised concerns regarding bullying. In the case of racist bullying, this is reported direct to the Headteacher and Learning Mentor. The Headteacher will analyse the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.

### **The Role of Staff**

All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.

- All adults to deal with situations quickly.
- All adults to follow up what they have said e.g., keeping an eye, follow up discussion etc.

Teachers are responsible for recording all incidents of bullying that happen in their class and are made aware of elsewhere in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Headteacher. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. Online incidents from home are also recorded if reported. All adults who witness an act of bullying should record it on CPOMs.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

All incidents of bullying will be discussed with the relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

Report bullying incidents to the class teacher or Learning Mentor.

- In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
- In serious cases parents should be informed and will be asked to come to a meeting to discuss the problem.
- If necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
- An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents. Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

### **HELP ORGANISATIONS:**

Child Line	0800 1111
Advisory Centre for Education (ACE)	020 7354 8321
Children's Legal Centre	0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	0845 1 205 204
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>

Visit the Kidscape website [www.kidscape.org.uk](http://www.kidscape.org.uk) for further support, links and advice.

## **Bullying Outside of School**

Teachers have the power to discipline children for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it is investigated and acted on. In all cases of misbehaviour or bullying, members of staff can only discipline the child on school premises, or elsewhere when the pupil is under the lawful control of the member of staff.

The headteacher has a specific statutory power to discipline children for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate children's conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

The headteacher is responsible for determining whether it is appropriate to notify the police. If the misbehaviour could be of a criminal nature or poses a serious threat to a member of the public, the police are always informed.

## **Monitoring and review**

This policy is reviewed every two years by the Headteacher and the Designated Safeguarding Lead, with support of parents and Pupil Leaders.

## **Legal Framework**

This policy has due regard to all relevant legislation and statutory guidance 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
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2023'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Computing/E-Safety Policy
- Personal, Social, Health and Emotional (PSHE) Policy
- Primary Relationships and Health Education Policy
- Child-on-Child Abuse Policy