

# Anti-Bullying Policy



2021-22

Approved by: Governing Body

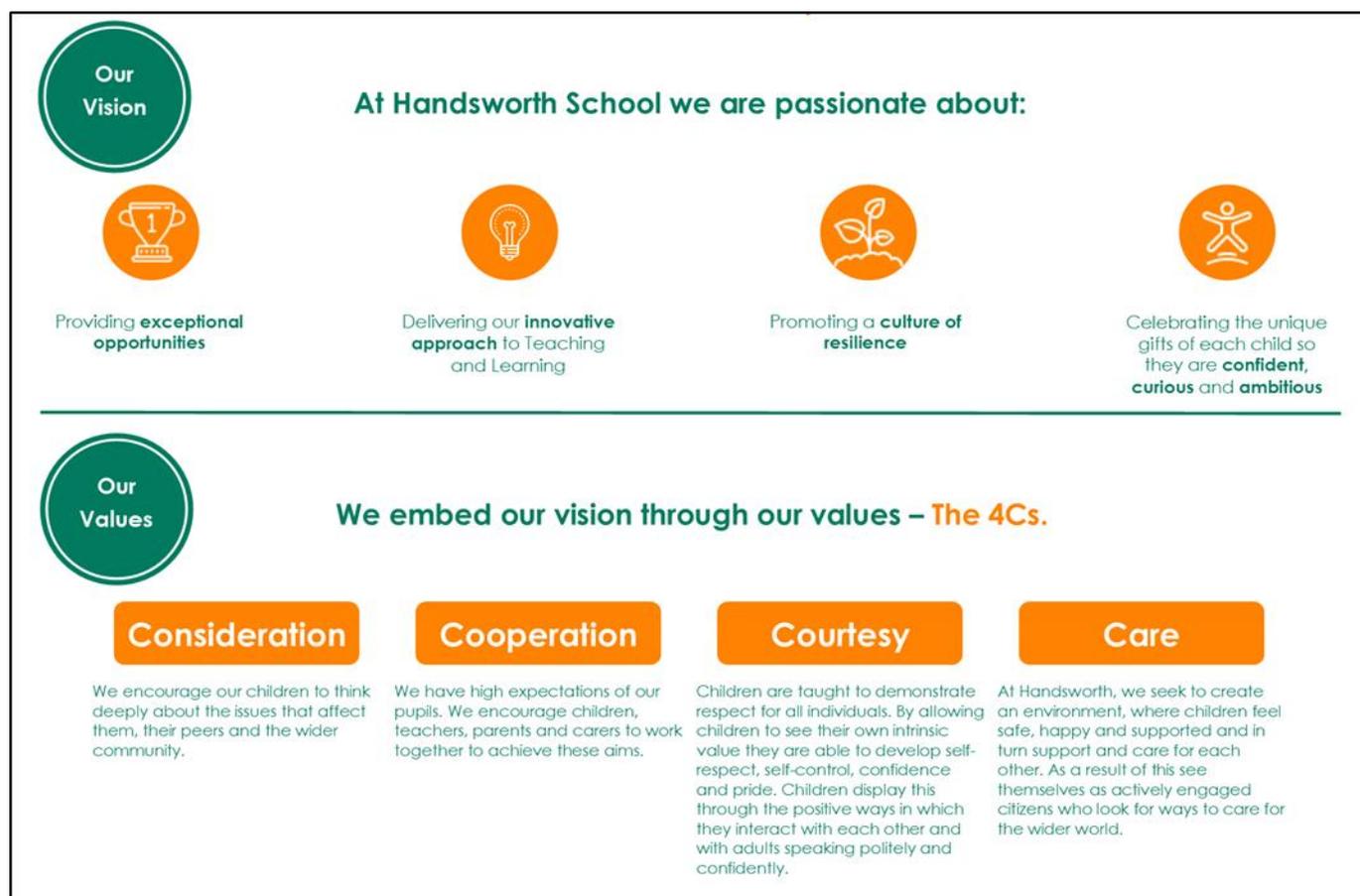
GB approval date: 21 September 2021

Last reviewed on: July 2021

Next review due by: July 2022

## to be read in conjunction with our Behaviour Policy

**Handsworth Primary and Nursery School** is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.



## Aims of this policy.

- To ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
- To ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
- To prevent, de-escalate and or stop any continuation of harmful behaviour
- To ensure all bullying behaviours and prejudice based incidents, including homophobic, biphobic and transphobic bullying, are taken seriously, recorded and responded to in a proportionate and consistent way
- To encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
- To ensure those using bullying behaviour are supported to change their behaviour
- To outline the consequences for those who show bullying behaviour
- To ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief

- To encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.



## 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.*

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. **In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils in unhelpful ways.**

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.

## 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 secretly 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

All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

We will challenge and respond to any concerns related to the above.

### Sexual Harassment

This is the 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.

This needs to be considered by cross referencing with the Safeguarding Policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

### Friendship issues and relational conflict.

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [when a group acts against an individual for example]. When this takes place it will be dealt with within our anti-bullying framework.

### Forms of bullying

Bullying can take many forms:

- **Physical bullying** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
- **Verbal bullying** (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
- **Emotional / psychological** (rumours or stories, exclusion from a group, shunning, invading

privacy, graffiti designed to embarrass)

- **Online/Cyber-bullying** (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to

- the size of the individual,
- the strength of the individual
- the numbers or group size involved
- being from a majority rather than a minority group
- anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

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.

### **Prejudice-based bullying**

*Bullying can often be motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.*

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
- sex /gender
- sexual orientation

These are called 'protected characteristics'

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.

### **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.

Dismissing such language as banter is not helpful as it is being used 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 is bullying and will be dealt with as such.

### **Prejudice and hate based incidents**

*This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice or hate based incident.*

One-off incidents are not bullying, however we separately record prejudice based incidents identified using the above definition on MyConcern as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

### **Bullying outside of school**

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying outside of school as far as we are able to. We may seek support from the Police to help us to do this effectively.

### **Prevention of bullying**

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not always realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in learning patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues, staff aim not wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk. Wherever possible and appropriate, we will involve those who are experiencing bullying in finding the solutions.

### **We use a range of strategies to prevent bullying behaviour:**

- The school value of celebrating the unique gifts of each child so they are confident, curious and ambitious is promoted across the curriculum.
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community

- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT+ History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- *Circle Times* provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- The School Council provides a forum for discussing any bullying issues and for the pupils to decide ways of preventing it and supporting those who are bullied.
- Play leaders are used to reduce potential conflict during break-time and lunchtime by providing a rich menu of play possibilities
- We regularly survey pupils and use this to inform developments
- All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing. Staff on playground duty will inform class teachers of any incidents.
- Behaviour incidents are recorded on MyConcern and are monitored fortnightly by SLT with a specific focus on identifying bullying.
- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Modelling of positive relationships
- Staff and young people are actively encouraged and supported to challenge prejudice related behaviour relating to all protected characteristics and vulnerable groups

## Staff training

All staff new to the school receive a copy of this policy. There is regular training for all school staff on aspects of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour [including cyber-bullying] and are trained to identify, record and challenge prejudiced based bullying and incidents.

## Strategies for responding to bullying behaviour – a whole school approach

### Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (be a bystander).

Parents and carers **must** inform us if they think or know there is a problem for their own child or for another child. They can do this by calling the office and asking to speak to Miss Walter (for EYFS children); Miss Chetty (for Key Stage 1 children); Mr Tromans (for Key Stage 2 children) or Mrs Nairne and Ms Addai (all children).

### **Recording bullying**

All incidents of bullying must be recorded on MyConcern so that the Senior Leadership Team can monitor individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudice based incidents using the same system, but record them differently so that we can report on two separate data sets.

### **Responding to bullying**

**All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:**

- Alert an adult in school to any concerns. Adults will usually need to intervene to stop bullying
- Talk to your friends about the situation
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

### **Pupils (if you have been bullied)**

- If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away.
- Tell a friend what is happening and ask for their support.
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps).
- Do not delete any unkind messages or posts as this might be evidence of online bullying.
- It is possible the situation will take time to resolve, but unless you tell someone, we cannot help you – and we can make sure you are safe.

### **Parents and carers**

- Listen and talk to your child about the situation and discuss and agree next steps.
- Contact Mrs Nairne or Ms Addai if you are worried or concerned.
- Monitor social networks/computer use.
- Reinforce the value of treating people with kindness.

### **School Staff**

- Take seriously any report of bullying.
- Record it and report it to Mrs Nairne or Ms Addai
- A member of SLT will then investigate the bullying case and will:
  - Speak with the person targeted for bullying and involving them in what they would like to happen next
  - Speak to the pupil carrying out the bullying behaviour and find out their perspectives
  - Find witnesses to explain what they saw
  - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying behaviour
- We will (age appropriately) challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before helping him or her develop a repair plan
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with

- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on MyConcern whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find, those involved will be closely observed and monitored. The pupil who has said that they are being bullied will be monitored regularly by a designated adult.

#### **Head teacher and governors**

- Reports of bullying and prejudice based incidents will be made by the Head teacher / Senior Teacher to the Governing Body
- The Head teacher and the Governing Body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by pupils or parents and carers about bullying in the school community.

### **Interventions to support responses to bullying**

As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the consequences of bullying inside school and in the wider community. When appropriate and with the agreement of all parties, we also run restorative sessions to encourage those involved to take responsibility for and make amends for their actions. Children involved may also be referred to counselling and mediation schemes delivered by trained school staff or outside agencies.

### **Consequences**

Sanctions by themselves are unlikely to change bullying behaviour, but we may need to make decisions to keep the target of bullying behaviour safe (e.g. preventing a child who has used bullying behaviour from playing outside) or to help the child who has shown bullying behaviour learn some skills. These will be case and child-specific:

- Parents and carers of those involved will be informed of actions taken
- Records will be kept on pupils' files

### **Complaints**

If a parent or carer thinks the school has not resolved a complaint effectively then they should follow the school's complaint policy. This can be found on the school website.

### **Monitoring and Evaluation**

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.