



# Anti-bullying Policy

## 2022-2024

|   |                                    |                       |                |
|---|------------------------------------|-----------------------|----------------|
| <b>Review frequency:</b>                | Every 2 years                      | <b>Review date:</b>   | Autumn 2024    |
| <b>Governing committee responsible:</b> | Curriculum and Standards Committee |                       |                |
| <b>Governor approval:</b>               |                                    | <b>Website:</b>       | Yes            |
| <b>Staff responsible:</b>               | Head Teacher                       | <b>Date produced:</b> | September 2022 |

## **Introduction**

At Clarborough Primary School, we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential.

We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it.

We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours.

If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

At Clarborough Primary School, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We adopt a contextual safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

## **Policy Development**

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1<sup>st</sup> September 2022) and was formulated in consultation with the whole school community, with input from: members of staff, Governors, Parents, Carers and pupils. Moving forward the community will continue to be involved both in the implementation of this policy and its review, in the following ways:

- Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents are encouraged to contribute by taking part in written consultations, parent meetings)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc. The school council will develop a Student friendly version by September 2020 to be displayed throughout school and go in planners)

This policy is available on our website and in the office. A copy is given to every Parent or Carer when their child begins their education at our school.

## **Roles and responsibilities**

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

### **The Head Teacher (Mrs Cowell-Clark)**

Has overall responsibility for ensuring that this policy is implemented. They will also liaise with the Governing Body, Parents and Carers, Nottinghamshire County Council and outside agencies as and when required. The Head Teacher will also ensure that:

- Further policy development and review will involve pupils, staff, Governors, Parents and Carers and relevant local agencies.
- This policy is implemented and its effectiveness in practice is monitored and assessed;
- Evaluation takes place and that this informs policy review.
- Bullying incidents are managed effectively.
- Bullying incidents are reported and recorded in the correct way.
- Training and support for both staff and Parents or Carers is assessed and co-ordinated where appropriate.
- Strategies for preventing bullying behaviour are effectively co-ordinated.

All governors have a responsibility with regard to Anti-bullying. The safeguarding Governor is

**The Designated Safeguarding Lead (DSL)** and their Deputy in our school are: Mrs Cowell-Clark and Ms B. Green.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

**The nominated Governor** with responsibility for Anti-Bullying and Behaviour is Mrs C Herdman and the school lead is Mrs S Turton.

## **What is bullying and how does it differ to relational conflict?**

At Clarborough Primary School, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

***“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”***

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

## **What does bullying look like?**

At Clarborough Primary School, we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, 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 etc.
- Indirect – can include the exploitation of individuals such as 'false friendships', criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed 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 and behaviour are generally used to refer to something or someone as inferior.

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

## **Where does bullying take place?**

At Clarborough Primary School, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

## **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 transsexual 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, Travellers
- religion, belief or lack of religion/belief
- 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, bi-phobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **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, bi-phobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling 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 different in some way or their friends, family members or their parents/carers.

In the case of homophobic, bi-phobic 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.

### **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 forms 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

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

## **Reporting and responding to bullying**

At Clarborough Primary School, we want pupils, parents/carers, staff, and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any bystanders/witnesses to the bullying behaviour and the wider school community.

Our school has a clear and well-publicised system for reporting bullying, for the whole school community (including staff, parents/carers, children and young people), this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

### Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a TA, the Head teacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns, they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

### Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher/form leader (in person/via telephone call/via email/via learning platform) to explain their concerns. The class teacher/form leader will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report

and/or the meeting, the teacher/form leader will make a formal record of the bullying report on the school's recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

### School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns directly to the Head teacher or the Governors. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

### Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff may differ depending on the purpose of the visit e.g., supply teacher, governor, external agency etc.).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Head teacher or the Chair of Governors. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on the school's recording system and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

## **Procedures**

At Clarborough Primary School, all reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and affected.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Interview all parties
- Inform parents/carers of all parties involved
- Implement 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. Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Keep in touch with the person who reported the situation and Parents or Carers;
- Provide support for the target and aggressor
- Use a range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- 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
- Use the EHAF (Early Help Assessment Form) process where appropriate to involve other agencies who may be able to support
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident on Scholar Pack. The information stored 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. This information will be discussed by staff in regular staff meetings and will be presented to the governors as part of the Head Teacher's report at termly meetings.

## **Strategies for preventing bullying**

At Clarborough Primary School we are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

As part of our on-going commitment to the safety and welfare of our pupils we promote positive behaviour and discourage bullying behaviour by:

- Celebrating good behaviour and achievements using PSHE/Citizenship lessons, assemblies, modelling behaviour and attitudes, and using cross curriculum opportunities
- Providing specific curriculum input on areas of concern such as Cyber bullying and Internet Safety
- Providing support for Parents and Carers
- Providing support for all School Staff
- Ensuring that staff training and development is provided for all staff including those involved in lunchtime and before and after school activities

## **Breaches / Complaints**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.



If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website, and on request from the school office.

## Links with other policies and why

| Policy                           | Why   |
|----------------------------------|---|
| Behaviour Policy                 | Rewards and sanctions   |
| Safeguarding Policy              | Child protection  |
| Acceptable use & e-safety policy | Cyberbullying and e-safety  |
| Equalities policy                | Prejudice related crime(homophobia, bi-phobia, race, religion and culture and SEN/disability) |
| Confidentiality Policy           | Reporting and recording   |

## Evaluation

This policy will be reviewed by the Head Teacher every 2 years in the spring term and its effectiveness will form part of the Head Teacher's report given at termly FGB meetings.

## Useful organisations

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

**Mencap** – [www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)

The lesbian, gay, bisexual and transgender charity

**Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline

**School's Out** – [www.schools-out.org.uk](http://www.schools-out.org.uk)

**Beatbullying** – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying

**Childnet International** – [www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine**- [www.nspcc.org.uk](http://www.nspcc.org.uk), [www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card** – [www.theredcard.org.uk](http://www.theredcard.org.uk)