

Anti- Bullying Policy

May 2019 - May 2021

Introduction

Bramley Grange primary school is fully committed to providing a caring, supportive and safe environment. Bullying of any kind is unacceptable. There is a zero tolerance approach promoted throughout the school. Children are encouraged to speak out to adults. All incidents are investigated and dealt with promptly and effectively.

This policy reflects the following:

The Education and Inspections Act 2006 - Section 89

Independent School Standards Regulations 2010

The Equality Act 2010

The Children's Act 1989

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power.

Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the **reasons** pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- Verbal e.g. name-calling, making offensive comments, taunting
- Physical e.g. kicking, hitting
- Emotional e.g. spreading hurtful and untruthful rumours, excluding people from groups
- Cyber e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully • Extortion e.g. demands for money or personal property
- Damage to Property e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying Research confirms the destructive effects of bullying on young people's lives. **Some of the effects are:**

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
 - Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

Cyberbullying

The rapid development of and widespread access to technology has provided a medium for 'virtual bullying' which can occur in or outside of school. Cyberbullying is a different form of bullying and can happen at all times of the day with a potentially bigger audience and more accessories as people forward on content at a click. The wider search powers included in the Education Act 2011 gives teachers stronger powers to tackle cyber bullying.

Homophobic Bullying

Homophobic bullying is behaviour or language which makes a young person feel unwelcome or marginalised because of their actual or perceived sexual orientation. In school this can be as simple as calling someone 'gay' or making comments such as 'you look like a girl'

The main factors which influence whether or not a person is a target of homophobic bullying are, people perceiving that someone has a particular sexual orientation, because they fit lesbian, gay or bisexual stereotypes. These stereotypes are based on a societal basis involving traditional gender roles or traits that are inaccurate. E.g. softly spoken boys or girls with short hair.

Homophobic bullying can occur in different ways such as emotional, verbal, physical or sexual.

Some of the more common forms of homophobic bullying include:

- Verbal bullying (being teased or called names, or having derogatory terms used to describe you, or hate speech used against you)
- Being compared to LGBT celebrities / caricatures / characters that portray particular stereotypes of LGBT people
- Being 'outed' (the threat of being exposed to your friends and family by them being told that you are LGBT even when you are not)
- Indirect bullying / social exclusion (being ignored or left out or gestures such as 'backs against the wall')
- Physical bullying
- Sexual harassment (inappropriate sexual gestures, for example, in the locker room after PE or being groped with comments such as, 'you know you like it!')
- Cyber bullying (being teased, called names and/or threatened via email, text and on Social Networking sites)

The school will not tolerate homophobic bullying and will tackle the use of inappropriate language as well as stereotyping. Prevention is tackled through daily reinforcement of positive language and the challenging of inappropriate comments made by children through the school's behaviour policy. Awareness raising opportunities through the use of positive imagery and the curriculum. The school accesses workshops through the anti-bullying alliance.

Anti- Bullying Strategy

What we will do as a school:

The school takes a proactive approach to prevent bullying through the vision, ethos and curriculum. Children are expected to treat each other, staff and visitors with respect. This is heavily promoted through the school's behaviour policy. Disciplinary measures through the school's behaviour policy will be applied fairly consistently and reasonably.(Reference School Behaviour Policy)

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer..
- Appoint an Anti-bullying Governor. At present this is the safeguarding governor.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community
- Implement a consistent system for recording incidents of bullying in line with RMBC guidelines
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by: - Regular praise of positive and supportive behaviour by all staff. - Work in school which develops empathy and emotional intelligence. -

Any incidents are treated seriously and dealt with immediately. - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed. Incidents will be recorded on CPOMS with relevant staff informed. These will be analysed regularly and used to inform practise.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
 - Ensure that strategies are put in place to support individual needs
 - Ensure perpetrators are consulted, and kept involved and informed
 - Implement appropriate sanctions and learning programmes for example: - counselling/instruction in alternative ways of behaving - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control - adult mediation between the perpetrator and the victim (provided this is safe for the victim) - fixed periods of exclusion - permanent exclusion (in extreme cases which may involve violence)
- How we will work with bystanders
- Ensure that they are listened to
 - Ensure that strategies are put in place to support individual needs
 - Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Support from external agencies eg Early Help
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum) -

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to
- every opportunity is given to parents/carers to share their concerns. Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying)

Support Agencies we may consult:

Anti Bullying Development Officer - Rotherham MIND:

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline - advice and stories from children who have survived bullying 08000 1111

WEBSITE Bullying on line www.bullying.co.uk

Parentline Plus - advice and links for parents www.parentlineplus.org.uk 08088002222

Parents Against Bullying 01928 576152

Useful sources of information

Mermaidsuk.org.uk - family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying.

A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk Know IT All for Parents - a range of resources for primary and secondary schools by

Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Pathway for Reporting Bullying



