



Humshaugh C of E (Aided) First School

Anti-Bullying Policy

Date Agreed	September 2022
Date to be reviewed	September 2025
Signed	<i>J.L.Long</i>

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Anti-Bullying Policy

Introduction

At Humshaugh First School, we want to be an inspirational school that delivers excellence in learning by being creative, inclusive, grounded in Christian values and preparing children for life's challenges. Our values include love, respect and forgiveness; we want to foster hope and justice and to have integrity and honesty in all that we do. In order to achieve our vision of 'Being Good Soil', it is essential that our pupils feel safe in school: we want them to understand the issues relating to all forms of bullying and we want them to be confident in asking for help if they need it.

We want parents/carers to feel confident that their children are safe and cared for in school and those incidents, if and when they do arise, are dealt with promptly and well. We take our legal obligations, including those outlined in the Equalities Act 2010, very seriously. We are aware of our role within the local community in supporting parents/carers and in working with other agencies outside the school where appropriate.

Policy Development

This policy was formulated in consultation with the whole school community with input from staff (via regular agenda items at staff meetings), governors (discussions at governor meetings), children and young people (through the school council, class discussions etc).

This policy is available:

- On the school's website
- From the school office

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 Anti-bullying Lead in our school is: Jude Long

The 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
- Managing bullying incidents
- Managing 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:
Herbie Newell

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.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

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. If the victim might be in danger, then intervention is urgently required.

Bullying behaviour can be physical, verbal or emotional and includes:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging or e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

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'.

Why might children and young people be targeted?

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, biphobic, transphobic and disabilist 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, 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 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, 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 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

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders).

Parents, children and visitors to the school are encouraged to be alert to issues of bullying and report them to school staff immediately. When incidents are brought to the attention of staff they are asked to complete a record of the incident and pass it to the Anti-bullying lead. Parents are contacted accordingly.

Procedures

All reported incidents will be taken seriously and investigated, involving all parties. The staff are aware of and follow the same procedures.

The following steps will be taken:

- All parties will be interviewed and a record of conversations will be made using the incident reporting form (appendix 1).
 - The person who is being targeted will be reassured and given the opportunity to talk about what has happened.
 - Clear actions will be agreed with them, with timescales, and frequent checks made to ensure that actions are followed through.
 - Parents will be informed
 - Appropriate sanctions will be implemented for the child/ children who are demonstrating the bullying behaviours in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident but 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
 - Follow up conversations will take place, in particular keeping in touch with the person who reported the situation, parents/carers
 - If necessary, where the person who is being targeted doesn't feel that progress is being made, or where the incidents are more serious, a detailed pupil support plan will be written with smart targets, short timescales and clear lines of responsibility.
 - A clear complaints procedure is in place for parents/carers who are not satisfied with the school's actions
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- A range of follow-up responses and support may be appropriate to the situation for all involved e.g. solution focused, restorative approach, circle of

friends, individual work with person targeted, perpetrator and bystanders, referral to outside agencies if appropriate

- Liaising with the wider community will be undertaken 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 and this will be stored by the Anti-bullying coordinator.

Prejudice related bullying/incidents are reported to the local authority annually.

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. This information will be discussed by staff in regular staff meetings on a half-termly basis.

The information will be presented to the governors as part of the termly report.

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our on- going commitment to the safety and welfare of our pupils at Humshaugh First School we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies used as part of the curriculum and across the whole school, e.g.

- Each class develops class rules which are agreed by staff and pupils;
- Celebration of good behaviour in class and whole school assemblies
- involvement in anti-bullying lessons and workshops
- Anti-Bullying week annually in November
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council
- Peer mentoring schemes and other student lead initiatives

Reactive programmes for vulnerable groups or groups involved in bullying, e.g.:

- Counselling and/or Mediation schemes
- Small group work
- Specific initiatives for identified groups such as SEND/disabled students, children who have been targeted or who are displaying bullying behaviour

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies and why:

Policy

Behaviour for learning Policy

Safeguarding Policy

E-safety and Acceptable Use Policy

Equalities statement

Complaints Policy

Why

Rewards and sanctions, Codes of conduct

Child protection

Cyber bullying and e-safety

Prejudice related crime (homophobia, race, religion and culture and SEN/disability)

Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Anti-bullying Alliance (ABA) - 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

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

The lesbian, gay, bisexual and transgender charity - Educational Action

Challenging Homophobia (EACH) – 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

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, 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

Bullying UK <https://www.bullying.co.uk/>

Appendix 1: Incident reporting form
Incident Reporting form for Anti-bullying log

Record made by:

Date form completed

Person being targeted:	
Peron reporting the incident:	
When and where di the incident take place? (Include date and time)	
Who else was involved?	
What happened?	
Impact of the incident (How bad did it make the person feel) 1 2 3 4 5	
What actions will be taken? <ul style="list-style-type: none">•••	
Who will do this?	When?
Follow up:	
Any further action required?	

Date checked:

Signed off by:

Pupil support plan

Outline of the issues:

Action taken so far:

Action agreed:

Person/s responsible:

Completion date:

Action plan shared with:

Action:

Action Plan to be reviewed by: