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Anti-Bullying Policy

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ISSUE AND REVISION RECORD

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Jan 2014	001	January 2016
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Burton End Primary Academy
Anti-Bullying Policy
(Supporting the school's behaviour policy)

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils and staff so they can learn and work in a secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

What Is Bullying?

There is no legal definition of bullying. The intentional and (usually) persistent physical, verbal or emotional hurting of one person. Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist, and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are:

- It is deliberately hurtful behaviour
- It is repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

It takes many forms and can include:

- Physical – including being punched, pushed or hurt, made to give up money or belongings, having property, clothes or belongings damaged, being forced to do something they don't want to do.
- Verbal – being teased in a nasty way, inappropriate name calling, insulted about their race, religion or culture, having offensive comments directed at them.
- Relational/indirect – by having nasty stories told about them, being socially isolated, deliberately ignored.
- Cyberbullying – via text messages, social messaging and network sites (Facebook, Instagram, Whatsapp, TikTok), email, images being posted on the internet or spread around via these means.

Specific types of bullying can include bullying related to:

- Race, religion or culture
- Special Education Needs or Disabilities (SEND)
- Children with gifts and talents
- Appearance or health conditions.
- Sexual orientation
- Bullying of young carers or looked-after children, related to their home circumstances.
- Sexist or sexual bullying.

Prejudice related incidents

The report of the Stephen Lawrence inquiry (1999) defined a racist incident as: 'Any incident which is perceived to be racist by the victim or any other person.'

Our definition of a prejudice-related incident has been developed from this, in accordance with the Equality Act 2010, as follows:

'A prejudice-related incident is any incident which is perceived to be so by the target or any other person.'

The Equality Act 2010 makes it unlawful to discriminate against people with a 'protected characteristic'. The protected characteristics are as follows: age, disability, gender reassignment, pregnancy and maternity (including breast feeding mothers), marriage and civil partnership, race religion or belief, sex and sexual orientation.

Prejudice-related incidents include both direct abuse and derogatory language which may not be directed towards a target, e.g. the use of the word "gay" as a way of describing things negatively. Evidence indicates that this use of language impacts negatively on children and young people who are Lesbian, Gay, Bisexual or Transgender (The School Report, produced by Stonewall in 2012).

Other prejudice related incidents

This includes the wearing of specific badges, T-shirts carrying slogans or bringing discriminatory literature into school; attempting to recruit others to organisations and groups that promote any form of prejudice.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

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
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay a bully)
- has dinner or other monies continually "lost"

- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- 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 an online message is received

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

Preventative strategies we use include:

- Effective school leadership that promotes an open and honest anti-bullying ethos.
- Use of curriculum opportunities (in particular PSHE classes can be used to discuss issues around diversity and draw out anti-bullying messages).
- Use of opportunities throughout the school calendar and at certain times of the school day to raise awareness of the negative consequences of bullying.
- Improving the school environment, looking in particular at staff supervision patterns, the design of the building(s).

Responding to an Incident

Procedures

1. Report bullying incidents to staff. Concerns will be shared with a member of the Leadership Team.
2. The bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly.
3. A member of the Leadership team will meet with the victim, and in timely fashion, their parents to inform them of the investigation.
4. In serious cases parents of the perpetrator will be informed and will be asked to come in to a meeting to discuss the problem.
5. The restorative approaches the school uses will be used, with other strategies, to support the perpetrator(s) to change their behaviour.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

All Bullying Incidents should be reported on CPOMS.