# Anti-Bullying Policy

The school operates a proactive approach to creating a culture of high expectations of behaviour for all children and adults alike. It applies to all adults and children within school and all aspects of school life. Incidents of bullying online or out in the community during evenings, weekends or holidays will also be addressed by school. All members of the school community should report incidents of bullying behaviour.

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of school premises and can also consider whether it is appropriate to notify the police or local council. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

School recognises that the bullying of school staff, whether by pupils, parents or other staff will not be tolerated. All members of the school community have the right to come into school free from harassment or bullying.

## Definition of bullying behaviour:

The school adopts the Anti-Bullying Alliance definition of bullying which 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.*

For our children we use the definition from our KAPOW PHSE programme.

- *Bullying is behaviour that is repeated and intended to hurt or frighten someone either physically or emotionally.*
- *A person that is displaying bullying behaviour is someone who hurts or frightens someone over a period of time.*

Through our PHSE curriculum and assemblies, we seek to educate our children in the difference between bullying and friendship fallouts/unacceptable behaviour.

## Different Types of Bullying:

There are a number of different kinds of bullying but is it not limited to:

- Physical: Hitting, kicking, stealing, hiding belongings, damaging belongings anything physically unpleasant.
- Verbal: Name-calling, insults, offensive remarks, teasing, threats and using language which is threatening, coercive.
- Emotional bullying: rumour spreading, malicious gossip, extortion, coercion of the harmed into acts he/she does not wish to do, intimidation, initiation or hazing violence, ostracizing, excluding, isolating and ignoring, spreading rumours, threatening or obscene gestures, inciting others to be unkind, gaslighting.

- Cyber: All areas of the internet such as email and internet chat room misuse, mobile phone threats by text messages or calls, misuse of AI to cause upset or harm, misuse of associated technology i.e. camera and video facilities. Carried out on any electronic device including PCs, laptops, smartphones, tablets, game consoles and smartwatches. Cyber bullying also includes the misuse or apps including social media apps and AI.

## Protected characteristics, as stated in the Equality Act (2010):

The Protected Characteristics, as defined in the Equality Act (2010), are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and Beliefs
- Sex
- Sexual Orientation

## Definition of bullying by each Protected Characteristic:

**Bullying based on disability (disablist)** – is where the motivation for bullying behaviour is based on the target's real or perceived disability, special need, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)** – is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.

**Bullying based on race or ethnicity (racist)** - is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

**Bullying based on pregnancy or maternity –** is where the motivation for bullying behaviour is based on the grounds of actual or perceived pregnancy or maternity. A person could also be targeted based on their association with someone with the protected characteristic of pregnancy or maternity.
(N.B. this definition is for use in secondary school policies only)

**Bullying based on religion or belief** – is where the motivation for bullying behaviour relates to the target's beliefs, faith, or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or may not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation (homophobic or biphobic)** – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biphobic bullying.

**Bullying based on sex (sexist)** – is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristic of sex.

Any form of bullying targeted at any Protected Characteristic will not be tolerated.

## Other forms of bullying:

**Bullying based on appearance or health conditions** – is where the motivation for bullying relates to the target's physical appearance (e.g. hair colour or clothing), or a health condition (e.g. a disfigurement, a traumatic injury, or severe skin condition).

**Bullying based on weight** is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and biases about weight.

**Bullying based on home circumstance –** is where the motivation for bullying is based on the target's living arrangements (e.g. being a young carer or a child in care), geographic locality (i.e. where they live), their class background, whether they are from a low income family or in receipt of free school meals.

## What should the children do if they think they are being bullied or witness bullying?

- Tell a safe adult - this should be their teacher, parent/carer, or any other adult in school.
- Write or draw about the incident and put it in the class Worry Box if they feel unable to share verbally.

## What should parents and staff do about bullying?

### Parents should:

- Talk about the definition of bullying to their child, including the differences between bullying and friendship fallouts.
- Try to establish the facts of the situation or incidents.
- In the first instance speak to the class teacher, who will then inform the Headteacher.

The Headteacher, Miss Evans, has the lead responsibility for incidents involving bullying allegations.

### School staff should:

- Be alert to the signs of bullying and act promptly and firmly against it in accordance with the school Anti-bullying policy, supporting the child who is being bullied by offering reassurance and support to help restore their self-esteem and confidence.
- Spend time talking to the child identified as displaying bullying behaviour, discussing the incident and explaining why their actions were wrong.

If a staff member becomes aware of any bullying taking place between members of a class, they must deal with the issue immediately and inform the Headteacher.

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents taking place. Teachers should record incidents managed within the behaviour policy on Arbor. When the Headteacher leads on a case, this will be recorded onto CPOMs in the appropriate section.

## How will school deal with an incident?

School will always endeavour to work with both parties involved to offer support and change behaviour.

1. If bullying is reported or suspected, the member of staff who has been approached (either by a parent, child or staff member) will respond to the incident immediately.
2. A clear account of the incident(s) given by the parent, child or staff member will be recorded onto Arbor and the Headteacher will be informed immediately.
3. The Headteacher leads the case and gathers further facts and information if/where necessary. They will create a Risk Assessment. Parents are informed at this stage - if they were not already aware – once all information has been gathered.
4. All parties agree ways forward, and consequences are used where necessary and in line with the school behaviour policy. Restorative conversations are had with both the young person displaying the bullying behaviour and the target of the behaviour.
5. A review meeting is planned and a date is set.

If a problem persists, the school will seek advice from the appropriate external agencies.

Extreme cases may result in a fixed-term suspension from school, for instance, if a serious act of violence is committed against a pupil.

Proven bullying incidents will be logged and monitored, by the Headteacher, SLT, LAB (Local Advisory Board) members and Trust members, to identify trends or issues that are arising.

## What will the school do to prevent bullying?

In order to reduce bullying incidents as far as possible, the school will ensure that the children receive the following proactive steps:

- A PSHE curriculum which provides children with the opportunity to acquire the knowledge and understanding of healthy relationships and behaviour as well as an increasing understanding of the implications for when people choose not to be respectful towards each other.
- Children are taught about the Protected Characteristics, British Values and the diversity of our world through weekly Picture News sessions and half-termly Everyone's Welcome books.
- Assemblies throughout the year to focus on key elements around developing their understanding of key concepts linked to anti-bullying including: friendships, mental health, British values and the impact of bullying.
- Engage in local and national initiatives such as Anti-bullying week, E-Safety week and Black History Month.
- Provide opportunities for children to voice their opinions and concerns through pupil council representatives for each class.
- Children are able to speak to their peers about concerns through the school jobs that are facilitated. This includes Year 6 House Captains, who other pupils can talk to and Friendship Finders, who are easily identifiable with hi-vis jackets and badges. They can help with children struggling to create or maintain friendships.

- Provide opportunities for children to voice their opinions and concerns on a personal level such as class Worry boxes, ELSA, school nurse referrals and counselling. They also are able to log their feelings daily on class feeling trackers, which highlights to adults where they may be feeling an emotion (e.g. at school, at home, or online).
- Children will be exposed to a variety of books covering the Protected Characteristics – following a policy of our books being 'Windows and Mirrors' by both reflecting our children's own experiences as well as offering a window into the life of those with different experiences.
- Uphold a culture of ongoing monitoring and professional curiosity where changes to children's general wellbeing and behaviour are noted, monitored and acted upon in a timely manner.
- Promote a culture of positive relationships and behaviour in school, including out school rules.
- Promote and model the school's values.
- A safe space at break and lunchtimes to be used if needed. All children are encouraged to speak to any member of staff during break and lunchtimes if they feel they are being bullied or have witnessed bullying.

As part of our regular safeguarding training, all staff will receive regular policy updates and anti-bullying training. Further training and information regarding anti-bullying is also available on the monthly The Pochin School Safeguarding briefing.

This section of the behaviour policy is reviewed every two years in consultation with our school community of parents/carers, staff and children.

## Links with other Policies:

The policies below all relate to our expectations with regard to behaviour in school and should be read inconjunction with the Behaviour Policy.

- Child Protection Policy
- E Safety and Acceptable Use Policy
- Equality Policy
- PSHE Policy
- Complaints Policy

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