

Cuckney C of E Primary School



Name of Publication	Anti-Bullying policy
Date of Issue	July 2016
Author	Lisa Crossland
Responsibility for review	Governing body
Copies of documents are kept	In the Head Teacher's policy folder
Date Reviewed:	January 2018
Date Reviewed:	
Date Reviewed:	

Signed:

L C Crossland
Head teacher

Robert Woffinden
Chair of Governors

Introduction

At Cuckney C of E Primary School our core values are –

As a Christian School we are committed to promoting values of tolerance, compassion, personal responsibility, honesty and morality.

Our vision is to encourage creative, critical and analytical thinking, to produce excited, enthusiastic, enquiry-driven learners - children who know their worth and the contribution they can make to their community.

Our vision is that all children in our care are taught these values and have an entitlement to a learning environment and curriculum which ensures:

- Enjoyment.
- A safe and secure environment.
- Opportunities to make a Positive Contribution.
- Knowledge of the importance of a Healthy Lifestyle.
- Provision of Life Skills to achieve Economic Well-Being.

As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe.

We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and 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

- Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys, and staff training)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents have contributed by taking part in parent meetings and a parent focus group has produced a shorter parents' guide)
- 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 to be displayed in classrooms and/or go in diaries.
- Other partners- (visiting external providers in school and external providers off site (breakfast clubs and after school providers, representatives from the local community, police etc.)

This policy is available

- Online at www.cuckneyprimaryschool.co.uk
- In the school prospectus
- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents/carers.

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 co-ordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Co-ordinator in our school is: - Dianne Armstrong

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: - Robert Woffinden

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.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

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.

What does bullying look like?

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, 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
- Indirect - Can include the exploitation of individuals.

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 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, 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 online 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 publicized systems to report 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).

Systems for reporting

Children and young people in school including bystanders – All children should report any concerns to the adult on playground duty and /or to the class teacher. They will be offered the opportunity to discuss the experience with a suitable member of staff. The teacher will evaluate the situation and make a decision as to any further action required. Class teachers will record low level disagreements on a behaviour incident form which will be kept in the confidential class 'cause for concern' file. Serious cases of bullying will be reported to the anti-bullying coordinator or head teachers and a bullying incident form will be completed and kept in the school confidential file.

Parents and carers – Parent and carers are regularly asked for general feedback in the form of the parent questionnaire, parent coffee mornings or anti-bullying workshops. Reports can be made through these avenues. Should a parent want to raise a specific issue they can make an appointment to see the class teacher in the first instance or the Anti-bullying coordinator or Head Teacher if the matter is of a more serious nature. A record of the incident will be kept using the behaviour incident form or the bullying incident form.

All staff and visitors – Staff or visitors will be offered a discussion with an appropriate member of staff to establish the concern. The school will clarify the official complaints procedure. Behaviour or bullying incident forms may be completed if required.

Procedures

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

Interviewing all parties

- Informing parents
- Implementing 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
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community 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.
(A sample recording form is attached.)

Prejudice related bullying/incidents will be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced – related incidents (August

2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsgov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. Schools are advised that a simple email to ecas@nottsgov.uk stating at the end of the academic year that no incidents have been reported to the school, will now suffice.

Information stored in school will be used to ensure individuals 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 at least once every half term.

This information will be presented to the governors as part of the annual report.
(A sample summary sheet is attached)

The policy will be reviewed and updated every two years.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Cuckney C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
 - Involvement in in the All Together Project
 - Anti-Bullying week annually in November and Safer Internet Day in February
 - PSHE/Citizenship lessons, and cross curriculum themes.
 - Celebration events
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice, school council
 - Peer mentoring schemes and Playground Buddying
1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Children's Counselling
 - Make a world play therapy
 - Small group work
 2. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
 3. Support for parents/carers
 - Parent groups
 - Parent information events/ information-on the school website
 4. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities
 - Encouraging all staff to model expected behaviour

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful organisations

Some useful organisations for schools

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners
Cyber-bullying and online safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Intenet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardo's: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training events, campaigns, undertaking research and creating resources

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities:
Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Information, Advice and Support Service Network: Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental health

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

Race, religion and nationality

Anne Frank Trust: Runs a schools' project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism and homophobia

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advise on all relevant issues.

Please note that internal servers may block access to some of these sites. Schools wishing to access these materials may need to adjust their settings

Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.

Appendix 1

SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

Extortion	☐	Personal possessions taken/damaged	☐
Isolation/Being Ignored or Left Out	☐	Forced into something against will	☐
Physical	☐	Written	☐
Verbal (Name-Calling, Taunting, Mocking)	☐	Spreading Rumours	☐
Cyber (Email, Internet, Text)	☐	Other (please specify)	☐

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

Classroom	☐	School Bus	☐
Playground/Yard	☐	Outside/Around School Gates	☐
Corridor	☐	To/From School	☐
Toilet	☐		

If you feel the incident was motivated by any of the following please tick

Appearance	☐	Race/Ethnic Origin *	☐
Disability/SEN	☐	Sexual Orientation	☐
Gender/Sexism	☐	Home Circumstances including Looked After Children/Young People	☐
Religion	☐		

* Reminder: These incidents should be recorded separately.

Brief summary of Incident

Action Taken	
include any exclusions, parental involvement, or involvement with external agencies.	
Generally	
If appropriate was a CAF used?	YES/NO
With Individuals (as noted on page 1)	
1.	
2.	
3.	
4.	
5.	
6.	

Form completed by:	Date:
--------------------	-------

Follow-up	Date

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	

Appendix 2

Guidelines for the Development, Implementation and Review

of an Anti-bullying Policy. August 2015.

This document replaces the Model Anti-Bullying Policy (Revised September 2013). It offers guidance around policy development and review and a Model policy for all schools (primary, secondary and special) to use as a template.

Support and a quality assurance checks are available for all schools and academies with the option of follow up training.

For full details contact:

Lorna Naylor, Anti-bullying Coordinator, Children Families and Cultural Services, Meadow House, Littleworth, Mansfield, NG18 2TB Email: lorna.naylor@nottscc.gov.uk
Tel: 01623 434501 Mob 07904594939

Useful documents

- **Department for Education, Preventing and Tackling Bullying**-Advice for head teachers, staff and governing bodies (Jan 2014)
- **School inspection handbook**- This handbook describes the main activities undertaken by inspectors conducting inspections of schools in England under section 5 of the Education Act 2005 (as amended) from September 2014. It now forms the single key resource for the inspection of schools under section 5 except for the additional detailed guidance on safeguarding provided in '**Inspecting safeguarding in maintained schools and academies**'.
- **Nottinghamshire County Council Anti-bullying Policy and action plan 2014-2016**

What should be in an Anti-bullying Policy?

Auditing current practice:

A regular review of the school's anti-bullying work is required to check that the work is operating effectively within the school, is supported and understood by all and addresses the issues currently giving concern.

Consultation:

Schools may wish to consider whether they need to construct a new Anti-bullying Policy or refresh the existing one based upon recent guidance. A working group may be set up within the school, to co-ordinate the work. This could include: a representative from the governors, the Anti-bullying Lead, support staff, a Parent/Carer, a young person(s). members from outside agencies working with the school for example –Police, EWO, EP

This group may wish to meet as a whole but often this is not practical and some schools find co-ordinated smaller consultations with the co-ordinator of this work more productive.

Checklist- when auditing the existing policy and writing a new one.

Does the policy have?

A) An introductory statement which:

- Gives information on the intent of the school
- Outlines the principles and values of the school
- Gives information on stakeholder expectations
- Refers to the legal obligations of the school

B) Evidence of consultation with all stakeholders

- Members of staff
- Governors
- Parents/carers
- Children and young people
- Other partners (extended schools, visiting external providers in school and external providers off site (14-19 curriculum), representatives from the local community, police.
- Where the policy can be accessed.

C) Roles and responsibilities

- The Head teacher
- The Anti-bullying Coordinator
- The named governor

D) Definition of bullying behaviour

- Have a definition of bullying
- Mention how bullying is different from other kinds of aggressive behaviour
- Mention the different forms of bullying behaviour
- Mention cyber bullying
- Mention the reasons behind bullying behaviour, including prejudice related bullying relating to the protected characteristics as defined in the Equality Act 2010
- Mention inappropriate language and terminology in relation to the protected characteristics as defined in the Equality Act 2010
- Mention bullying outside school including the school journey and cyberbullying

E) Reporting and responding to bullying:

- Show how pupils should report if they are being bullied (to whom, how)
- Mention the responsibilities of pupil bystanders
- Mention the responsibilities of parents/carers
- Mention the responsibilities of other school staff
- Say how teaching staff should respond
- Discuss whether graded sanctions will be applied depending on the severity
- Discuss how responses may vary by the type of bullying
- Discuss what follow up action is required
- Discuss reporting to parents and dealing promptly with complaints
- Discuss what action will be taken if the bullying persists
- Discuss how to support the victim
- Discuss how to work with the bully

F) Recording bullying and evaluating the policy

- Say how reports of bullying will be recorded
- Say who is responsible for co-ordinating the recording system and analysing patterns
- Show how this information will be used by teaching staff
- Discuss how the school community will be consulted on whether the policy is working or not
- Mention a two year review and updating of the policy

G) Strategies for preventing bullying

- Discuss encouraging co-operative behaviour or improving school climate
- Discuss issues of peer led interventions
- Clearly state both the reactive and the proactive approaches being used
- Discuss parent-teacher links, consultation with and involvement of Parents/carers in development and reviews
- Mention the role of playground activities or support/lunchtime supervisors

- Discuss issues of inclusivity (non English speakers, SEN pupils, pupils with disabilities)
- Mention active involvement in anti-bullying training

H) Links with other policies and why

I) Useful organisations

The Policy Development Process

