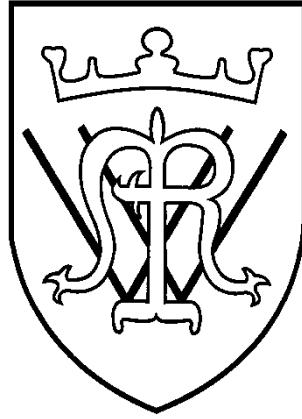# Branton St Wilfrid's CE Primary School

Anti-Bullying Policy

Adopted by Governors: October 2023

To be reviewed: October 2024

Achieve, Acquire, Appreciate

Living by our Christian Values
Generosity, Compassion, Courage, Forgiveness, Friendship, Respect, Thankfulness, Trust, Perseverance, Justice, Service, Truthfulness

ANTI-BULLYING POLICY

Formulation of the Policy
This Policy has been formulated by all the staff at Branton St. Wilfrid's C.E. Primary School in consultation with our PSHE and Healthy Schools subject leaders, class councils and the School Council and the Teaching and Learning sub-committee of the Governing Body (comprising of parent, foundation, teaching and non-teaching governors, including our Healthy Schools governor).

Aims
- To ensure that all partners in the school community at Branton St Wilfrid's C.E. Primary School, regardless of age, religion, gender, sexual orientation, disability or race can fulfill their role, free from fear of any physical, verbal, mental or sexual bullying, either overt or covert.
- To ensure that all partners in the school community including staff, governors, parents and children understand that they have a shared responsibility to prevent and stop bullying when it occurs.

Objectives
- To promote a caring Christian ethos in school that does not tolerate bullying in any form.
- To ensure that the school takes action to prevent bullying wherever possible and that all partners in the school community have an understanding of what bullying is and why it is unacceptable.
- To investigate all incidents of alleged bullying and, where bullying is found to have occurred, to take appropriate action to stop unacceptable behaviour.
- To deal consistently with incidents of bullying, in line with the School's Anti-Bullying Policy and Behaviour Management Policy.

Definition of Bullying

Bullying behaviour is the repetitive, intentional intimidation of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally including homophobic language, emotionally or through cyberspace.

The following principles define bullying:
- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is usually repetitive (though one off incidents, such as the posting of an image or sending of a text that is passed around a group, can quickly spiral into bullying behaviour)
- Bullying behaviour involves an imbalance of power (the person or people on the receiving end feel like they can't defend themselves)
- Bullying behaviour is **not** teasing between friends without intention to cause hurt
- Bullying behaviour is **not** falling out between friends after a quarrel or disagreement or when children do not get on with one another (though in some cases this can lead to bullying)
- Bullying behaviour does not include activities that all parties have consented to and enjoy (although any evidence of coercion must be looked for carefully)

This definition was arrived at through the consultation process involved when formulating this policy and is referenced to the 'Tackling Bullying in Schools' governors' guide, published by the Anti-Bullying Alliance.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on the school's central recording system and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language

Prejudice-based incidents

A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the Governing Body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention.

Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE lessons.

All staff will be aware that pupils of any age and gender are capable of abusing their peers. Staff will take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims, will never tolerate abuse as "banter" or "part of growing up", and will never justify sexual harassment, e.g. as "boys being boys", as this can foster a culture of unacceptable behaviours. Staff will also be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.

Pupils will be made aware of how to raise concerns. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Doncaster Children Services Trust (DCST), where the DSL deems this appropriate in the circumstances.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories. Cyberbullying can include the following:
• Threatening, intimidating or upsetting text messages
• Threatening or embarrassing pictures and video clips
• Disclosure of private sexual photographs or videos with the intent to cause distress
• Silent or abusive phone calls
• Using the victim's phone to harass others, to make them think the victim is responsible
• Threatening or bullying emails, possibly sent using a pseudonym or someone else's name

• Menacing or upsetting responses to someone in a chatroom

• Unpleasant messages sent via instant messaging

• Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying.

Staff should be alert to the following signs that may indicate a pupil is being cyberbullied:
• Avoiding use of the computer

• Being on their phone routinely

• Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:
• Avoiding using the computer or turning off the screen when someone is near

• Acting in a secretive manner when using the computer or mobile phone

• Spending excessive amounts of time on the computer or mobile phone

• Becoming upset or angry when the computer or mobile phone is taken away

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

• **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online

• **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times

• **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity

• **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

• **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped.

Policy into Practice

1. **Everyone in our school takes action to prevent bullying wherever possible:**
   - By maintaining an appropriate level of supervision especially at playtimes and in areas beyond the classrooms such as cloakrooms and toilet areas.
   - By ensuring consistent reporting procedures at playtimes and lunchtimes.
   - Lunchtime supervisors report incidents to class teachers and incidents worthy of note to the Head teacher. The school's Senior Midday Supervisor liaises regularly with the Head teacher regarding behaviour at lunchtime and has a scheduled weekly meeting with the Head teacher.

Class teachers report any incidents worthy of note which occur during their lessons or duty times to the Head teacher.

- By the Head teacher's monitoring reporting/recording procedures on a weekly basis. Records to be made if the incident is 'worthy of note' (a guiding principle).
- By including the issue on the agenda for the Senior Leadership Team on a regular basis.
- By encouraging all children to report incidents that they regard as bullying, whether for themselves or on behalf of other children.
- By talking to the children regularly in class, using Circle time and PSHE lessons as the starting point for discussion.
- By making vulnerable children known to teachers, teaching assistants, lunchtime supervisors and to any supply teachers who work in school.
- By making this policy document available to all concerned.

2. An ethos is developed in the school that does not tolerate bullying:
- By staff setting an example to the children in the way they treat the children and each other.
- By building up the self esteem of every member of our school community.
- By positive behaviour teaching and management of the children.
- By creating an atmosphere of mutual respect and tolerance.

3. Where bullying does occur it is recognised and dealt with in a way that is consistent with this policy:
- By encouraging the reporting of all incidents perceived as bullying.
- By involving parents at an early stage whenever bullying is recognised as ongoing and not an isolated incident.
- That all staff are kept informed of individual concerns.
- Bullying and physical harm are dealt with under the school's Behaviour Management Policy and may lead to exclusion.

The Process of Dealing with Bullying
1. Any allegation of bullying is investigated immediately by whoever receives the allegation.
   - Could the incident have occurred?
   - Are there any witnesses?
   - Has the alleged bully been involved in bullying before, either of the same child/ren or of someone else?
   - Ask other members of staff who may be able to offer information or insights.
   - Speak to **all** children involved individually and note in writing what they say.

2. If there is no conclusive evidence that the incident was bullying it should still be reported to the Head teacher (or Deputy Head teacher in her absence) and a record kept of all involved.

3. If bullying has occurred it should be reported immediately to the Head teacher.
   - The victim will be reassured.
   - The Head teacher will make every effort to immediately contact the parents of the bully by telephone to give an account of the incident and what measures the school intends to take.
   - The Head teacher will make every effort to immediately contact the victim's parents by telephone to give an account of the incident and action taken by the school.

- The bully will be warned that any further bullying of the same child or other children may warrant parental involvement and could, in certain circumstances, lead to 'exclusion'.
- Any other appropriate form of punishment may also be given e.g. loss of privileges, kept in at playtime etc. in line with procedures set out in the School's Behaviour Management Policy.
- The class teacher will be asked to monitor those involved and the Head teacher, class teacher and teaching assistant will endeavour to reassure and check on the victim regularly after the incident, giving them the opportunity to share if the bullying is continuing.
- The incident is recorded (via the online 'CPOMS' system) and any notes or additional information kept.

4. In the event of further incidents of bullying or in the case of a serious level of bullying:
- The bully's parents will be informed of the incident and an appointment made for them, to come into school to discuss evidence and subsequent further action.
- The Head teacher will make every effort to immediately contact the victim's parents by telephone, and where unable to do so will leave a message inviting parents to come into school to discuss the incident and action taken by the school.
- Each incident will then be dealt with individually, depending on what has occurred and the support offered by the bully's parents.
- Severe bullying could lead to exclusion but, in all instances, the future behaviour of the bully will be closely monitored.
- The victim will be closely supported and regular contact maintained with the parents.
- The victim will be encouraged to choose a particular 'buddy', in order to offer additional peer support.
- Any identified 'bully will be required to show 'reconciliation'.
- Parents of victims and perpetrators will be offered separate appointments whilst investigations take place.

Provision for Children with Special Educational Needs

The Inclusion Manager will liaise with teachers and the Head teacher in the event of any perceived suspicion of bullying.

In the event of a bullying incident a child on the school's SEN list will be given the opportunity to give a clear and dated account of what happened in a way deemed appropriate by the child. This may involve a named teacher, teaching/learning support assistant, friend, parent or Inclusion Manager being present to offer support.

Identifying and supporting vulnerable children
We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Provision for Staff

All staff are involved in the formulation and review of the school's policies and procedures for Anti-Bullying, Behaviour Management and Whistleblowing.

Roles and Responsibilities of Parents/Carers

In order to support the work of the school we ask that parents/carers:
- Inform the class teacher of any concerns or incidents as soon as possible;
- Attend meetings in school to discuss their child's behaviour and support action taken by the school;
- Support the implementation of the school's Anti-bullying Policy and Behaviour Management Policy.

Responsibility for Monitoring the Anti-Bullying Policy

All incidents worthy of note are collated by the Head teacher and an overall record is kept of incidents to enable trends to be monitored.