

Norton Community Primary School

Anti-bullying Policy

March 2021 - March 2023



Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

The purpose and scope of this policy statement

The purpose of this policy statement is:

- To prevent bullying from happening between our children and young people who are a part of our organisation or take part in our activities.
- To make sure bullying is stopped as soon as possible if it does happen and that those who are involved receive the support that they need.
- To provide information to all staff, volunteers, children and their families about what we should do to prevent and deal with bullying.

This policy statement applies to anyone working on behalf of Norton Community Primary School, including senior managers, paid staff, volunteers, agency staff and students.

Separate documents set out:

- Our code of behaviour for children, young people and adults.
- Our policies and procedures for preventing and responding to bullying and harassment that takes place between adults involved with our organisation.

What is bullying?

Bullying includes a range of abusive behaviour that is:

- Repeated.
- Intended to hurt someone either physically or emotionally.

Different types of bullying and our policy for dealing with them are set out in the appendices of this document.

Legal Framework

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in the UK.

We believe that:

- Children and young people should never experience abuse of any kind.
- We have a responsibility to keep them safe and operate in a way that protects them.

We recognise that:

- Bullying causes real distress and affects a person's health and development.
- In some instances, bullying can cause significant harm.
- All children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation have the right to equal protection from all types of harm or abuse.
- Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying.

We will seek to prevent bullying by:

- Developing a code of behaviour that sets out how everyone involved in our organisation is expected to behave, in face-to-face contact and online and within and outside of our activities.
- Holding regular discussions with staff, volunteers, children, young people and families who use our organisation about bullying and how to prevent it.
- Providing support and training for all staff and volunteers on dealing with all forms of bullying, including racist, sexist, homophobic, biphobic, transphobic and sexual bullying.
- Putting clear and robust anti-bullying procedures in place.

Our regular discussions with staff, volunteers, children, young people and families will focus on:

- Group members' responsibilities to look after one another and uphold the behaviour code.
- Practising skills such as listening to each other.
- Respecting that we are all different.
- Making sure that no one is without friends.
- Dealing with our problems in a positive way.
- Checking that our anti-bullying measures are working well.

Responding to bullying

We will make sure our response to incidents of bullying takes into account:

- The needs of the person being bullied.
- The needs of the person displaying bullying behaviour.
- The needs of any by-standers.
- Our organisation as a whole.

We will review the plan that we have developed to address any incidents of bullying at regular intervals, in order to ensure that the problem has been resolved in the long term.

Diversity and inclusion

We recognise that bullying is closely related to how we respect and recognise the value of diversity.

We will be proactive about:

- Seeking opportunities to learn about and celebrate difference.
- Increasing diversity within our staff, volunteers, children and young people.
- Welcoming new members into our organisation.

Related policies and procedures

This statement should be read alongside our organisational policies and procedures including:

- Safeguarding and child protection policy and procedures
- Code of conduct for staff and volunteers
- Equality, diversity and inclusion policies

Contact details

Nominated anti-bullying lead: Julia Ellis

Senior lead for safeguarding and child protection: Liz Parker

Appendix 1

When bullying is reported

When bullying is reported to an adult, staff will respond in line with the steps in our behaviour policy. This involves class teachers in the first instance, key stage co-ordinators, Deputy Head and Headteacher (see Behaviour Policy).

Response

We aim to promote a culture of high standards of behaviour. We celebrate good work weekly through "Good Work Assemblies" and Personal Points are used to reinforce good examples of tolerance, understanding and acceptance of each other.

Staff will always distinguish between one-off incidents of unkindness and on-going systematic acts of bullying. Usually, children respond to intervention from class teachers and the situation is resolved. If this is not the case, there is a stepped approach linked to the Behaviour Policy

Sometimes, where there are personality clashes between children that cannot be successfully resolved, children are separated and moved across into a different class. Notes are kept on file to ensure that such children are kept apart as they move through the school.

Behaviour Policy steps:

Child is given a first warning and their name is placed on the classroom board.

If the child is reprimanded again or the behaviour in the first instance warrants it the child is given a lunchtime reflection time. This involves an early lunch and then attendance at Reflection Room to discuss the incident with the KS1 or KS2 co-ordinator. A letter is sent home to inform the parents that their child was in reflection.

Parents have the opportunity to discuss the situation with a SLT member of staff.

Where there is persistent verbal or physical abuse the following steps are taken:

- Both children's parents are involved immediately, and support is sought from the bully's parents
- The school keeps a record of all incidents, and a support package is put in place to move the situation forward. This may include involvement with the school PSA or external EMS Behaviour services.
- Following the initial meeting with the bully's parents, parents have usually already agreed in advance to support the school at home through withdrawal of children's privileges at home as such sanctions are often very effective.
- Adults are encouraged to record positive behaviour too.
- Children may have the day broken down into achievable chunks with positive stickers awarded for good sessions.
- The ultimate sanction for repeated episodes of bullying or for extreme incidents of bullying is exclusion, and this sanction is taken at the headteacher's discretion

Monitoring

- Children's names are recorded by the class teacher on the Staff Room Reflection Board.
- The Key Stage co-ordinators transfer the child's name and reason for reflection in the reflection book.
- Letters are sent home to inform the child's parents of their reflection time.

Appendix 2

Bullying - guidance for parents

Bullying is unacceptable and parents, teachers and others working with children all share responsibility for tackling it.

Identifying the problem and dealing with it

One of the most difficult times in a child's school life can be if they are bullied. Bullying can be defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. The three main types of bullying are:

- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling, racist remarks, being called a chicken)
- indirect (e.g. spreading rumours, excluding someone from social groups)

Signs to watch out for:

Parents and families are often the first to detect symptoms of bullying, though sometimes school nurses or doctors may first suspect that a child has been bullied. Common symptoms include headaches, stomach aches, anxiety and irritability. It can be helpful to ask questions about progress and friends at school; how break times and lunchtimes are spent; and whether your child is facing problems or difficulties at school. You should trust your instincts if your child is acting out of character at home and contact the school immediately.

What you should do if your child is being bullied:

If your child tells you they are experiencing bullying at school, there are certain people you can speak with in order to resolve the problem. Initially, you should speak to the class teacher, and if you feel the situation is continuing you should take up your concerns with the Key Stage Co-ordinator, Deputy Head or Headteacher. If you still feel concerned, you should write to the head teacher and express your concerns. If that does not help, you could then write to the Chair of Governors, and then to the local education authority (LA). If the problem still remains unresolved, the Department for Education and Skills can investigate the allegations with the school. You could also ring the helpline at Parentline Plus on 0808 800 2222 for general information.

Help your child's school deal with bullying:

Parents have an important role to play in helping schools deal with bullying. What you can do to help is:

- watch out for signs that your child is being bullied, or bullying others.
- discourage your child from using bullying behaviour at home or elsewhere.
- Support the school's anti-bullying policy

If a child is being bullied, they can get free advice and support by calling ChildLine on 0800 11 11, 24 hours a day, seven days a week. Other useful websites are listed below.

If your child is bullying:

Often parents are not aware that their child is the one involved in bullying. This can be embarrassing for you, but it is important to remember not to become angry with your child. Try to stop their bullying by:

- talking with your child. Let them know what they are doing is unacceptable and making other children unhappy.
- discourage other family members from bullying behaviour, or from using aggression or force to get what they want.
- show your child how they can join in with other children without bullying.
- make an appointment to see your child's teacher and explain the problems your child is experiencing.
- discuss with the teacher how you and the school can stop them bullying.
- regularly check with your child how things are going at school.
- give your child lots of praise and encouragement when they are co-operative or kind to other people.

Contact details for organisations that offer further information and advice on how you can deal with bullying are listed below.

Information and contacts

Anti-bullying Alliance Website www.anti-bullyingalliance.org.uk
[External Site]

Anti-Bullying from the Diana Award Website: antibullyingpro.com
[External Site]

Bullying Online Website: www.bullying.co.uk [External Site]

ChildLine - telephone counselling for anyone experiencing bullying or other problems Studd Street London N1 0QW Tel: 0800 1111
Website: www.childline.org.uk [External Site]

Children's Legal Centre www.childrenslegalcentre.com [External Site]

Family Lives Website www.familylives.org.uk [External Site]
Telephone 0808 800 2222

Kidscape Website: www.kidscape.org.uk [External Site]

National Society for the Prevention of Cruelty to Children
www.nspcc.org.uk [External Site]

Appendix 3

Homophobic, biphobic and transphobic bullying

The Equality Act of 2010 states that it is unlawful to discriminate against anyone because of their sex, race, disability, religion, belief, sexual orientation or gender reassignment. Norton Community Primary School has a zero tolerance to bullying (as described in our Anti-Bullying Policy) and to support this has produced the following information for pupils, staff, parents and carers.

Terminology

Lesbian - a woman who has a romantic and/or sexual orientation towards women.

Bi - a person who has a romantic and/or sexual orientation towards more than one gender.

Trans - a person whose gender is not the same or does not sit comfortably with the gender they were assigned at birth.

Gay - a man who has a romantic and/or sexual orientation towards men.

Gender identity - the sense of your own gender (not necessarily the sex assigned to them at birth).

Non- binary - a person whose gender does not sit comfortably with a man or a woman.

Intersex - a person who has biological aspects of both sexes.

Cisgender - a person who has the same sex as that which was assigned to them at birth.

Sexual orientation - a person's sexual attraction to others.

Transsexual - a term used in the past to describe a trans person.

Questioning - a person exploring their sexual identity or gender identity.

HBT - homophobic, biphobic, transphobic bullying including the use of homophobic, biphobic or transphobic language.

Homophobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived lesbian or gay identity, or because they have lesbian or gay family members or friends. Bi people can also be targeted by homophobic language if somebody thinks that they are lesbian or gay. Homophobic language can also include denying somebody's lesbian, gay or bi identity or refusing to accept it.

Biphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived bi identity, or because they have bi family members or friends. This can also include denying somebody's bi identity or refusing to accept it.

Transphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived trans or non-binary identity, or because they have trans or non-binary family members or friends. This can also include denying somebody's gender identity or refusing to accept it.

As a school we will identify and challenge HBT bullying or the use of HBT language in school using the following:

Be aware of what is acceptable in school

- Be aware of the school's policies for dealing with incidents of bullying and follow this procedure.
- Be firm about what is unacceptable.
- Be aware of how to report incidents of bullying and follow this procedure.

Be calm and consistent

- Challenge all incidents.
- Allow time for reflection.
- Allow time for modification of behaviour.
- Label the language not the child.
- Make it clear what is unacceptable.
- Be a positive role model.

Build Empathy

- Remind everyone of the ground rules.
- Support the child who is being bullied.
- Delay judgement by asking questions.
- Identify possible reasons for the behaviour.
- Use distancing techniques when talking about the behaviour.
- Remind the child of the impact of their words.

If you would like any further information, support, or advice the following is a list of organisations offering this.

For adults:

Samaritans, LGBT+ Switchboard, MindOut, Mindline Trans+

For children:

Childline, Papyrus, YoungMinds, Gendered Intelligence, Mermaids, Gender Identity Development Service, LGBTQ+ Youth Groups

Appendix 4

Racism and Racial Bullying

Racism is where someone thinks you're inferior because of your colour, ethnicity, nationality or race. This can result in them treating you differently or unfairly, this is called racial discrimination.

Racial bullying is a type of racism where someone's bullying focuses on your race, ethnicity or culture. Racism and racial bullying are wrong, and you can get help to make it stop.

Racism and racist bullying can include:

- being called racist names or being sent insulting messages or threats
- having your belongings damaged or having to see racist graffiti
- personal attacks, including violence or assault
- being left out, treated differently or excluded
- people making assumptions about you because of your colour, race or culture
- being made to feel like you have to change how you look
- racist jokes, including jokes about your colour, nationality race or culture.

Racism can affect anyone. It can make you feel like you're not important or don't fit in. You might feel upset, depressed or angry. You can be affected by it even when it's not aimed at you, like if you hear someone discriminating against someone's culture.

How we deal with racism and racist bullying

Be aware of what is acceptable in school

- Be aware of the school's policies for dealing with incidents of bullying and follow this procedure.
- Be firm about what is unacceptable.
- Be aware of how to report incidents of bullying and follow this procedure.

Be calm and consistent

- Challenge all incidents.
- Allow time for reflection.
- Allow time for modification of behaviour.
- Label the language not the child.
- Make it clear what is unacceptable.
- Be a positive role model.

Build Empathy

- Remind everyone of the ground rules.
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Appendix 5

Cyberbullying

Cyberbullying is bullying that takes place online. Online bullying can follow the child wherever they go via social networks, gaming and mobile phones.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Due to the nature of this type of bullying, it mostly takes place outside of school. Therefore, as part of its PSHE curriculum, school teaches children how to use the internet safely and how to recognise and deal with inappropriate behaviour on the internet. Further information can be found in our Relationships Policy.

As a school we also encourage children to report any concerns that they have about cyberbullying and will then work with parents and carers to deal with any issues that arise and offer support.

Parents and carers are also able to contact school for advice and support about safe internet usage and how for support with cyberbullying.

Appendix 6

Relational/Social bullying

While physical and verbal bullying are direct forms of bullying, relational bullying is an indirect form. A 2009 study Trusted Source on direct and indirect bullying showed that boys are more involved in direct bullying, while girls are more involved in indirect bullying.

Relational bullying (also called social bullying) isn't easy to spot because it often happens behind the back of the bullied person. A relational bully is usually set on increasing their own social standing by diminishing the standing of another child.

Relational bullying is about:

- harming a child's reputation
- causing humiliation
- spreading rumours or lies
- making faces at the child
- mimicking the child
- encouraging or even rewarding others to socially exclude the child

Your child can learn to refuse to take part in this type of bullying by taking the position of an upstander. An upstander, unlike a passive bystander, takes positive action when they witness someone else being bullied. As well as lending support to peers, your child builds their own resilience.