



## **Anti-Bullying Policy**

This policy will be reviewed every 2 years, or earlier if required by legislation or new DfE guidance and presented to the Full Governing Board for adoption.

Ratified By: **Full Governing Board**

Date Ratified: Tuesday 30<sup>th</sup> January 2024

Next Review Due: January 2026

### **Stickney Vision**

At Stickney our Christian vision shapes all we do. Our inclusive church school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared Christian values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

### **New Leake Vision**

At New Leake Primary our inclusive school aims to fulfil the potential of all. We work together to open minds and broaden horizons from the foundation of our shared values. We pursue excellence through our inspiring and creative learning environment and we empower every member of our community to seek positive transformation in the world.

Our federation of schools believes everyone is equal and we treat each other with dignity and respect. Our schools are a place where everyone should be able to flourish in a loving and hospitable community.

## **Aims and purpose of this policy**

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

## **Definition of bullying**

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)  
Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people

Further information about specific types of bullying is available in Appendix A.

## **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on an incident log and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language.

## **Prejudice based incidents**

A prejudice based incident is 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 Executive Headteacher reporting incidents to the governing body.

## **Statement of Intent**

At Stickney and New Leake Primary Schools we aim to provide a safe, caring and friendly environment for all our pupils to allow them opportunities to learn effectively, improve life chances and help them maximise their potential.

We strive to ensure all pupils feel safe, which includes understanding the issues relating to safety, such as bullying and we aim for all pupils to feel confident to seek support should they feel unsafe.

## **We do this in the following ways:**

- All Staff make it clear that bullying behaviour is not acceptable.
- Preventative measures form part of our overall anti-bullying strategy.
- All staff have read this policy and therefore have an understanding of what bullying is.
- All staff know about and follow this policy.
- By making our pupils and their parents aware of what to do if bullying occurs.
- There is no “hierarchy” of bullying and we aim for all forms of bullying to be taken equally seriously.

## **Preventing bullying:**

At Stickney and New Leake Primary Schools Federation, we create effective environments in which:

- Our school visions, values and aims are at the heart of everything we do
- The contribution of all pupils is valued and our pupils are central to our community;
- All pupils can feel secure and are able to contribute appropriately;
- Stereotypical views are always challenged, and pupils learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability (in line with our Equality Statement and Objectives);
- Pupils learn to take responsibility for their actions and behaviours both in school and in the wider community;
- All forms of bullying, harassment and stereotypes are challenged;

- Pupils are supported to develop their personal, social and emotional skills.
- The PSHE lessons include opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. They also include opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play apart in challenging bullying.
- Through a variety of planned activities and time across the curriculum, pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Restorative practices provide support to targets of bullying and those who show bullying behaviour.
- Pupils are involved in developing school-wide anti-bullying initiatives eg. During anti bullying week
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

Through ICT and PSHE lessons, our pupils are taught to act responsibly online and stay safe to reduce their chances of becoming victims of cyber bullying. Our pupils are further supported by an e-Safety Governor and an e-Safety Lead Teacher.

### **Signs, Symptoms & Effects**

Children and young people who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous;
- Feigning illness;
- Taking unusual absences;
- Clinging to adults.

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy. Effects can be:

- Changes in work patterns;
- Lacking concentration;
- General unexplained behaviour.

### **Reporting**

Clear systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

- Pupils – pupils must tell their class teacher or another adult in school;
- Parents/carers – should see the class teacher, Executive Headteacher or Executive Deputy Headteacher;
- All staff and visitors – should see the Executive Deputy Headteacher Executive Headteacher.

### **Responding**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately by the class teacher or by referral to the Executive Headteacher, Executive Deputy Headteacher and if appropriate to the Designated Safeguarding Lead or their deputy.
- Class teachers will be kept informed.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.
- The Police should be notified if appropriate. If the misbehaviour could be criminal or poses a serious threat to a member of the public the police will be informed.

### **Criminal law**

Under the Malicious Communications Act 1988, any person who sends an electronic communication, which conveys a message, which is indecent or grossly offensive, a threat, or information, which is false and known, or believed to be false by the sender, is guilty of an offense if their purpose in sending it was to cause distress or anxiety to the recipient.

### **Bullying which occurs outside school premises**

School staff members have the powers to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises if it would be reasonable to do so in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school transport or in the village centre. Where bullying outside school is reported to school staff it will be investigated and may be acted upon.

Cyber-bullying - under the Education Act 2011, when an electronic device, such as a mobile phone has been seized by a member of staff who has been authorised to do so by the Executive Headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a pupil's mobile phone.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with an adult of their choice who listens and takes the situation seriously.
- Reassuring the pupil.
- Offering continuous tailored support as appropriate.
- Restoring self-esteem and confidence.
- Allocation of a 'buddy' who has been selected from their peer group to offer peer support.

Pupils who have displayed bullying behaviour will be helped by:

- Discussing what happened.
- Discovering why they became involved.
- Establishing the wrongdoing and their need to change including identify available support.
- Informing and supporting parents or carers to help change the pupil's attitude.
- Maintaining ongoing communication with parents or carers.

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending;
- Withdrawal of privileges;
- Detention;
- Exclusion from certain areas of school;
- Internal isolation;
- Fixed-term exclusion;
- Permanent exclusion;
- Police involvement.

### **Safeguarding**

Our Child Protection and Safeguarding Policy includes a section on Peer-on-Peer Abuse. We recognise our responsibility to safeguard and protect our children from all sources of harm, including abuse from other children. If there is "reasonable cause to suspect that a child is suffering or is likely to suffer significant harm" the bullying incident would be addressed as a child protection concern. As part of our commitment to ensuring the wellbeing and safety of all our pupils, our Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will be involved in investigating and responding to all allegations of bullying and 'peer on peer' abuse.

### **Training**

The Executive Headteacher is responsible for ensuring that all school staff receive regular training on the anti-bullying policy.

#### Monitoring the policy

The Executive Headteacher and Senior Leadership team are responsible for monitoring the policy on a day-to-day basis. The Executive Headteacher and Senior Leadership team are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

#### Evaluating and reviewing

The Executive Headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed.

### Further information about specific types of bullying

- **Bullying related to race, religion or culture**

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveler children can experience in a number of situations.

- **Bullying related to special educational needs (SEN) and disabilities**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

- **Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

- **Bullying related to sexual orientation**

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers. Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to. Children and young people can also be targeted due to family members identifying as lesbian or gay.

- **Bullying of young carers or looked-after children, or otherwise linked to home circumstances**

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be

taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as they're not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subjects of bullying by association.

- **Sexist, sexual and transphobic bullying**

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

- **Cyber bullying**

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.

## Anti-bullying information sheet for pupils

### Is it bullying?

It is if you feel hurt because individuals or groups are:

- calling you names;
- threatening you;
- pressuring you to give someone money or possessions;
- hitting you;
- damaging your possessions;
- spreading rumours about you or your family;
- using text, email or web space to write or say hurtful things (cyberbullying).

It is bullying if you feel hurt because of things said about your ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in your family.

We do not tolerate bullying. This is what we do about bullying:

- make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied.

### What should you do?

Talk to someone you trust and get them to help you take the right steps to stop bullying.

If you feel you are being bullied:

- try to stay calm and look as confident as you can;
- be firm and clear — look them in the eye and tell them to stop;
- get away from the situation as quickly as possible;
- tell an adult what has happened straight away or, if you do not feel comfortable telling an adult, tell a friend.

If you have been bullied:

- tell a teacher or another adult in your school;
- tell your family;
- if you are scared to tell a teacher or an adult on your own, ask a friend to go with you;
- keep on speaking until someone listens and does something to stop the bullying;
- don't blame yourself for what has happened.

When you are talking to an adult about bullying be clear about: what has happened to you, how often it has happened, who was involved, who saw what was happening, where it happened, what you have done about it already.

If you find it difficult to talk to anyone at school or at home, ring ChildLine's confidential helpline on **0800 1111**. The call is free and doesn't show on your phone bill. You can also go to [www.childline.org.uk](http://www.childline.org.uk) for help on-line.

## Anti-bullying information sheet for parents

### Is it bullying?

It is if individuals or groups are:

- calling your child names;
- threatening him/her;
- pressuring your child to give someone money or possessions;
- hitting your child;
- damaging your child's possessions;
- spreading rumours about your child or your family;
- using text, email or web space to write or say hurtful things about your child (cyberbullying).

It is also bullying if your child feels hurt because of things said about their ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or specific issues in your family.

### What should you do if your child is being bullied?

- Talk to school staff about the bullying. Your first contact point to report concerns about bullying is your child's class teacher.
- It will help to sort out what action to take if you can bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened; give dates, places and names of other pupils involved.
- Make a note of what action the school intends to take.
- Ask if there is anything you can do to help your child.
- Stay in touch with the school. Let them know if things improve as well as if problems continue.

### What will the school do?

Stickney & New Leake Primary Schools do not tolerate bullying. This is what we do about bullying:

- work to make sure that the person being bullied is safe;
- work to stop the bullying happening again;
- provide support to the person being bullied;
- take actions to ensure that the person doing the bullying learns not to harm others.

Families who feel that their concerns are not being addressed appropriately by the school might like to consider the following steps:

- make an appointment to discuss the matter with the Headteacher and keep a record of the meeting
- if this does not help, ask the school office for the complaints procedure and follow that.

If you need further support and information at any stage or the problem remains unresolved, ring the Family Lives helpline on **0808 800 2222** or visit them online at [www.familylives.org.uk](http://www.familylives.org.uk). You can also contact other local and national support groups.

## Promoting anti-bullying messages through the curriculum

### Personal, social and health education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the National Curriculum for PSHE pupils should be taught:

#### Key Stage 1:

- That there are different types of teasing and bullying; that bullying is wrong and unacceptable.
- To recognize when people are being unkind, either to them or others, how to respond, who to tell and what to say.
- How to resist teasing and bullying, how to get help.

#### Key Stage 2:

- To recognise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying, prejudice-based language and bullying towards all minority groups) and how to respond to them and ask for help.

Both Schools teach PSHE using the '1Decision' programme.

## Organisations that can offer support

**Neither the DfE nor the school necessarily endorse all the views expressed by these organisations.**

### **Act Against Bullying ([www.actagainstbullying.org](http://www.actagainstbullying.org))**

A national charity which highlights new forms of bullying, particularly bullying through social exclusion.

Email: [info@actagainstbullying.org](mailto:info@actagainstbullying.org)

### **Actionwork ([www.actionwork.com](http://www.actionwork.com))**

A multi-media organisation that uses film, theatre and other creative arts to explore and tackle issues that affect young people, in particular bullying.

Telephone: 01934 815 163

### **ACE Education Advice ([www.ace-ed.org.uk](http://www.ace-ed.org.uk))**

Advice line for parents on all procedural matters concerning schools.

Telephone: 0300 0115 142

### **Anti-Bullying Alliance ([www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk))**

Brings together over 60 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **ChildLine ([www.childline.org.uk](http://www.childline.org.uk))**

Offers a free 24-hour free helpline and counselling service for children in distress or danger.

Telephone: 0800 1111

### **Educational Action Challenging Homophobia (<https://each.education>)**

Established to challenge homophobia, biphobia and transphobia in education.

Telephone: 0808 1000 143

### **Family Lives ([www.familylives.org.uk](http://www.familylives.org.uk))**

Family Lives is a charity with over three decades of experience helping parents to deal with the changes that are a constant part of family life. They recognise that many people play active roles in raising children, from dads and mums, grandparents, stepparents and non-resident parents. Their role is to support all of these people to achieve the best relationship possible with the children that they care about, as well as supporting parenting professionals. They believe that happy children come from happy families and currently support families to improve the outcomes for over 1 million children each year.

Telephone: 0808 800 2222

### **Kidscape ([www.kidscape.org.uk](http://www.kidscape.org.uk))**

Provides advice and training for children, families, carers and professionals to help prevent bullying and to protect young lives.

Telephone: 020 7823 5430 (parent advice line)

### **National Autistic Society ([www.autism.org.uk](http://www.autism.org.uk))**

Champions the rights and interests of all people with autism, and seeks to ensure that they and their families

receive quality services appropriate to their needs.

Telephone: 0808 800 4104

**National Society of Prevention of Cruelty to Children (NSPCC) ([www.nspcc.org.uk](http://www.nspcc.org.uk))**

NSPCC aims to end cruelty to children. The society works with children and families, as well as influencing public policy and attitudes.

Telephone: 0808 800 5000 (for adults concerned about a child)

**Office of the Children's Commissioner ([www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk))**

The Children's Commissioner promotes and protects the rights of children, especially the most vulnerable, and stands up for their views and interests. The Commissioner is independent of Government and Parliament and has unique powers to help bring about long-term change and improvements for all children, particularly the most vulnerable.

**School's Out! ([www.schools-out.org.uk](http://www.schools-out.org.uk))**

Aims to support lesbian, gay, bisexual and transsexual (LGBT) staff in education, and to raise the profile of LGBT people and issues.