



## **Anti-Bullying Policy**

**Reviewed by: Nicholas Allen and Catherine Bull**

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<b>Headteacher</b>	Sign and Date	
<b>Chair of Governing Board</b>	Sign and Date	

## **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff.

**All members of our school community are responsible for combating bullying.**

## **Aims of the Policy**

- To make it clear that all forms of bullying are unacceptable at school.
- To communicate a clear definition for bullying that is understood by pupils, staff, parents and carers.
- To ensure everyone knows how to report incidences of bullying.
- To establish the process for dealing effectively with bullying.
- To work with parents, carers and other appropriate members of the school community to respond effectively to incidences of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support bullies to change their attitudes and behaviour and understand why it needs to change.

## **Legal Framework**

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Safeguarding Policy

## **What is Bullying or Unkind Behaviour?**

In order to recognise, prevent and successfully tackle bullying, it is important that we are clear in our understanding of different terms.

**Bullying** is defined as “the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.” We have adopted this definition from the Anti-Bullying Alliance.

Bullying includes four key elements:

- Hurtful
- Repetition
- Power imbalance
- Intentional

A **power imbalance** can be physical, psychological (e.g. knowing what upsets someone), intellectual or social (e.g. having the capacity to socially isolate someone).

**Unkind Behaviour** means ANY behaviour that could harm somebody, either physically or emotionally. Unkind behaviour may often be deliberate, but it could also be unintentional or unthinking. If an incident is investigated and it is deemed to be unkind – i.e. antisocial behaviour which has impacted other people - the Behaviour Policy will be followed to ensure that the ~~form of~~ restorative practice is followed.

We consider both unkind behaviour and bullying behaviour to be very serious. Both can seriously impact on a child’s wellbeing and his or her achievement at school. Bullying can have long-term, negative impacts on a child’s wellbeing.

### **Types of Bullying:**

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another person because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

**Racist bullying:** Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person’s gender ‘variance’ or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics, e.g. SEN, D or mental health issues.

**Relational bullying:** Bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

### **Signs and Symptoms:**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of the possible signs and that they should investigate if a child:

- Says friends are not talking to them
- Asks to be driven to and from school
- Asks for more money/loses money
- Loses their appetite
- Doesn't want to do a particular thing – lesson, journey
- Pretends to be ill
- Has unexplained cuts or bruises
- Does less well in school
- Has damaged possessions
- Withdraws into themselves
- Changes their sleep patterns
- Shows signs of more serious conditions such as depression, anxiety or self-harm

Bullying behaviour that may be noticed include:

- Having more money/presents
- Doing less well at school
- Expecting 'respect' from others
- Coming home later from school
- Being more secretive
- Using aggressive language
- Using language such as 'serves them right' or 'it was only a joke'

### **Responding to Children's Concerns:**

All children must know that all adults (governors, teaching and non-teaching staff) at Parsons Down will take their concerns seriously. Bullying can only happen when there is a reluctance to intervene or take something seriously. For this reason, children must never be given the message – either intentionally or accidentally – that their concerns are insignificant or a waste of time. Very often a child's concerns are about minor, one-off incidents that can be resolved quickly – these incidents are important teaching opportunities though, where children can learn:

- That adults take their concerns seriously and will listen to what they say.
- That upsetting things happen but they can be resolved.
- That there are ways to deal with upset calmly that makes it easier to move on.

### **Adults must:**

- Listen carefully to children's concerns.

- Acknowledge children's feelings ('I can see you are upset', 'That sounds unkind'.)

#### **Adults must not:**

- Tell children not to tell tales.
- Say things like 'Just stay away from them'.
- Unintentionally communicate to children that they are too busy or are irritated by the concern.

#### **Using restorative conversations in response to unkind behaviour**

A restorative conversation should be completed by the child's class teacher, wherever possible, as this will help to inform the class teacher about the child's needs and help to maintain a positive relationship.

The restorative conversation will explore:

- What people were thinking and feeling before, during and after the incident?
- Who has been affected and how?
- How we can repair any harm?
- How we can plan for a different response to the same experiences or feelings reoccurring?

Staff must also ask themselves, 'Could this incident be part of a wider pattern of bullying?' Is this a particularly vulnerable child? Any concerns must be passed onto SLT.

#### **How staff must react to allegations of bullying from children or parents**

- Staff must listen carefully to the concerns, and acknowledge feelings.
- Record the details of the concern in the class or lunchtime behaviour book and make the class teacher aware.
- Explain to the child (or adult) that it will be necessary to talk to senior staff about the problem, and then offer reassurance that it can be sorted out.
- Within 24 hours, inform the Head or Deputy of the allegation.

#### **How the school will handle reports of bullying between children (including cyber-bullying)**

- Allegations will be recorded in the class behaviour book and promptly investigated by staff under the guidance of senior leaders. (Establish what happened, how often it happened, who was involved, who saw it happening, where it happened.)
- **Within 24 hours**, discuss and agree next steps with the Head or Deputy.
- Allegations must be taken seriously and will be investigated fully, under the direction of the Head or Deputy.
- Where incidents of bullying are confirmed, parents and carers will be kept informed.
- Where bullying is not confirmed, behavioural concerns will continue to be dealt with in line with the school behaviour policy and parents will be informed of the outcome of the investigation.
- The school will offer reassurance and support to the child who has been bullied, and will avoid any approach that could unhelpfully label the child as a 'victim'.
- The school will work with the perpetrator to change their attitude and behaviour, as well as imposing appropriate restorative consequences.

- The school may use-protective consequences to remove opportunities for bullying while the perpetrator is engaged in restorative conversations, which may include removal from playground, or classroom, isolation within school and could include the use of exclusion.
- The school will also consider the motivation behind bullying behaviours and whether it raises any concerns about the safety and welfare of the perpetrator – and will bear this in mind when considering appropriate consequences and support.

### **How the school will protect children from cyber-bullying**

#### **Staff will teach children through the PSHE and Computing curriculum;**

- To recognise cyber-bullying in its various forms (email, instant messaging, chat rooms, social network sites, mobile phone videos or texts, gaming websites, sent viruses, sharing of personal information without permission.)
- To never reply to hurtful messages or material.
- To preserve evidence of cyber-bullying, for example, by not deleting messages.
- To tell a trusted adult and if possible, block the sender.
- About different ways to anonymously report concerns, for example through Childline.
- About using different technology in positive and beneficial ways, for example through our use of Purple Mash.

The school will also inform children and parents about strategies to report harmful or offensive messages and material online, and will encourage parents to keep up to date with recommended sources of useful information - e.g. [thinkuknow.co.uk](http://thinkuknow.co.uk)

#### **Special Educational Needs:**

Parsons Down staff will, in seeking to protect children from bullying, be aware of the particular potential needs of children with recognised SEND, including:

- The vulnerability of some children to being isolated or victimised because of a SEN or disability.
- The difficulty some children may have in describing or explaining unkind behaviour they have been subjected to, because of their SEN or disability.
- The difficulty some children may have in explaining their own behaviour, because of their SEN or disability.
- The risk of children with behavioural difficulties being wrongly identified as ‘bullies.’

Where appropriate, the school will seek specialist advice, for example from the Educational Psychologist or the Therapeutic Thinking team.

#### **Recording and Monitoring:**

- School staff will record behavioural concerns in the class or lunchtime behaviour book in line with the behaviour policy and practice.
- Where an incident has been recognised as bullying this will be recorded in the Headteacher’s Bullying folder to help inform the approach to bullying.
- The Head will monitor the frequency and character of any bullying incidents, and report to the governing body.

The effectiveness of this policy will be judged through questionnaires and other feedback, against the extent to which:

- Children feel safe at Parsons Down.
- Incidents of bullying at Parsons Down are low.
- Levels of pupil awareness and understanding of bullying are good.
- Pupil and parent confidence in the school's ability to react to bullying is high.

**Useful Organisations:**

Childline 0800 1111 ([www.childline.org.uk](http://www.childline.org.uk))

Kidscape 08451 205204 ([www.kidscape.org.uk](http://www.kidscape.org.uk))

Cybermentors ([www.cybermentors.org.uk](http://www.cybermentors.org.uk))

**Appendix One: Additional Guidance Regarding Allegations of Racism**

**What is racism?**

Racism includes all practices, procedures, actions or behaviour that discriminate against (or disadvantage) people because of their race, colour, culture, nationality or ethnic group, whether on an individual, institutional or cultural level. Racism can take many forms and can occur between any ethnic groups.

People are seriously harmed and injured by racism. The Equality Act extends the discrimination on the grounds of religion or belief, in respect of the treatment of pupils in schools (with the relevant exception of faith schools.)

### **What is a racist incident?**

For the purposes of tackling racism in schools, it is strongly recommended that schools adopt the following definition:

*Any incident which is perceived to be racist by the victim or any other person.* (Stephen Lawrence Inquiry Report, 1999.)

The distinctive feature of a racist incident is that a person is attacked not as an individual, but as the representative of a family, community or group. This has potentially harmful consequences for the individual and the wider community. Dealing effectively with racist incidents is therefore an important element of making a positive contribution to community cohesion. Consequently, racist incidents are considered by the criminal justice system to be more harmful than incidents that do not contain a racial component.

### **Types of racist incidents that occur include:**

- Physical assault against a person or group because of their colour, ethnicity or nationality.
- Use of derogatory names, insults, and racist jokes.
- Racist graffiti.
- Provocative behaviour such as wearing racist badges or insignia.
- Bringing racist material into school.
- Verbal abuse and threats.
- Incitement of others to behave in a racist way.
- Racist comments in the course of discussion.
- Attempts to recruit others to racist organisations and groups.
- Ridicule of an individual for cultural difference e.g. food, music, religion, dress.
- Refusal to co-operate with other people because of their colour, ethnic origin or nationality.
- Written derogatory remarks.
- Any of the above forms of racial harassment, or any other discrimination by employers in connection with work placements or work experience.

### **How to record and report a racist incident:**

- School staff will record racist concerns in the class behaviour book in line with the behaviour policy and inform the Head and/or Deputy.



- Racist incidents will be investigated by Head and/or Deputy.
- Where an incident has been recognised as racism, this will be recorded in the Headteacher's racist incidents folder and Crest to facilitate reporting and monitoring
- The Head will monitor the frequency and character of any racist incidents, and report to the governing body.

### **Suggested strategies for dealing with racist incidents:**

**On school premises:** Staff, victims and witnesses should report racist incidents. A response is necessary to all racist incidents no matter how small an incident seems to be. Any incident which is perceived to be racist by the victim, a witness, school staff or any other third party should be recorded and then investigated as such. Incidents must be dealt with sensitively and in the context in which they occur. It is irrelevant at the stage of recording whether or not the perpetrator intended their behaviour to be racist or not.

Schools need to be sensitive in both dealing with the perpetrator appropriately and in supporting the victim. Schools should recognise the need for a response that is appropriate to the levels of understanding of both the victim and the perpetrator. When a perceived racist incident is investigated in a school, it is useful to consider the following:

- If the alleged perpetrator is known to hold racist views or to engage in racist behaviour.
- If the alleged perpetrator wears outward signs of belonging to a racist culture.
- If there was provocation.
- If there is no other explanation for the incident.

When dealing with the incident therefore, intentions and attitudes may be important.

### **Some tips when dealing with racist incidents:**

- Challenge the discriminatory attitudes and behaviour, rather than the person.
- Expect tension and conflict and learn to manage it.
- Be aware of your own attitudes, stereotypes and expectations.
- Actively listen to and learn from others' experiences.
- Use language and behaviour that is non-biased and inclusive.
- Provide accurate information to challenge stereotypes and biases.
- Acknowledge diversity and avoid stereotypical thinking.
- Be aware of your own hesitations.
- Project a feeling of understanding, respect and support.
- Establish standards of responsibility and behaviour, working collectively with others.
- Be aware of the role of the media in inciting racist behaviour.
- Develop an inclusive vocabulary with which to talk about racism to children and young people.

It is always important to challenge racist remarks but the priority is to encourage perpetrators to re-evaluate their views. Examples of how to initiate dialogue with perpetrators might be:

- Challenging racist remarks directly: Where did you get that view from? Why do you think it is right to say that?
- Giving pupils a role in dealing with it themselves – through circle time, school council.
- Exploring the issue in the wider curriculum, not just in PSHE – in science, PE, music, geography, etc...

- Evaluating the kind of beliefs and values encountered in these sorts of situations – through literature, film or drama.

Staff may need to attend appropriate training in order to identify and challenge racist bias and stereotyping and to help promote community cohesion between children of different backgrounds. The victim of a racist incident should be kept informed of any investigation and the outcome.

***Outside school premises:*** Schools have the right to discipline pupils for their behaviour outside the school gates where the pupils are in the charge of staff or it is reasonable for the school to regulate the pupils' conduct (section 90(2)(a) Education and Inspection Act 2006.) If racist incidents occur outside the school and are brought to the attention of school, they can be reported according to the school's procedure and/or referred to local multi-agency groups and the relevant authorities (including the Police.)

## **Appendix Two: Dealing with Homophobic Name Calling**

Incidents of homophobic name calling/bullying are taken seriously and responded to in a similar way to other incidents. We recognise both indirect homophobic abuse (e.g. your bag's gay) and direct homophobic abuse (e.g. a boy is called a 'poof'.)

## **Principles**

### **The Law:**

- It is illegal to discriminate against those who are lesbian, homosexual, or bisexual (2007 Equality Act.)
- Under the Education and Inspections Act 2006, Head teachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, self-discipline among pupils and to prevent all forms of bullying. This includes the prevention of homophobic bullying.
- Staff are protected under the Employment Equality (sexual orientation) Regulations 2003.

### **What does it look like?**

- Homophobic bullying/name calling occurs when bullying is motivated by a prejudice against lesbians, gay or bisexual people.
- It can include spreading rumours that someone is gay, suggesting that something or someone is inferior and so they are 'gay' – e.g. "You're such a gay boy" or "That's gay."
- Even when pupils may not know what the words mean, but use homophobic language against others, it is still a form of bullying/name calling.
- We do not view homophobic name calling as 'harmless banter'. We recognise that if it is not challenged at primary school, it is harder to address at secondary school.
- If a pupil is not explicitly told that homophobic bullying is wrong, they may think it is ok to do this.

### **Restorative Conversations in response to an Incident:**

If we hear a child using homophobic language, we will address it, using the agreed guidance below and guided by our knowledge of the individual pupil's maturity and personal circumstances.

#### ***Foundation Pupils:***

1. Establish why homophobic language was used. What was the motivation?
2. How did it make X feel?
3. Explain 'gay' is not the right word to use. What could they have said/done instead? Help the child to understand how their behaviour affects others.
4. Ask the child to choose other words/actions which would solve the problem in a positive way.

#### ***Year 1 – 3 Pupils:***

1. Establish why homophobic language was used. What was the motivation?
2. How did it make X feel?
3. Ask if they know what the word means. After pupils answer,
  - a. Clarify "It's when two men or two women love each other"
  - b. State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately"
  - c. Resolve conflict in line with the therapeutic behaviour policy

- d. If name calling continues, follow restorative consequences in line with therapeutic behaviour policy.

#### **Year 4 – 6 Pupils:**

1. What did you mean when you used the word 'gay'? Can you explain what you meant by calling that person/object 'gay'?
2. How did it make X feel?
3. Do you know what 'gay' means? After pupils answer,
  - a. Clarify "It's when two men or two women love each other and there's nothing wrong with that. In fact, the law says there is nothing wrong with that."
  - b. State "Calling someone gay/something gay is not acceptable when the word is used to tease or upset someone, as it's not using the word appropriately."
  - c. "If you use the word 'gay' to describe something that is rubbish, you are giving the message to people who are gay or who think they might be gay that they are not as good as everyone else and that being gay is wrong."
  - d. "Do you realise that what you said is homophobic? The school policy is clear that homophobic language is not ok and not allowed. I'm really surprised to hear you using that type of homophobic language. I don't want to hear it again."
  - e. Resolve conflict in line with the therapeutic behaviour policy
  - f. If name calling continues, follow restorative consequences in line with therapeutic behaviour policy.

#### **How to record and report a homophobic incident:**

- School staff will record homophobic concerns in the class behaviour book in line with the Behaviour Policy and inform the Head and/or Deputy.
- Homophobic incidents will be investigated by Head and/or Deputy.
- Where an incident has been recognised as homophobic, this will be recorded in the Headteacher's homophobic incidents folder and Crest to facilitate reporting and monitoring
- The Head will monitor the frequency and character of any homophobic incidents, and report to the governing body.