



Flintham



Primary School

Anti Bullying Policy

March 2024

'Inspiring A Love Of Learning'

Our School Vision is

We aspire to provide everyone with...

- an excellent holistic education through an inspiring, creative and ever evolving curriculum.
- an understanding that there is no limit to their potential.
- the foundations to face the various challenges of life and be respectful, responsible and caring citizens making a positive contribution to their community and wider society.
- a love of learning which continues to develop enquiring minds and enrich their lives.

FLINTHAM PRIMARY SCHOOL SUPER SIX AIMS

Be Determined

Be Responsible

Explore

Aspire

Make Good Choices

Show Respect



Introduction

At Flintham Primary School, 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. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns, including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We 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, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

Policy Development

This policy was formulated in consultation with the whole school community, taking into consideration, feedback from:

- Members of staff
- Governors
- Parents/Carers
- Children and young people
- Local agencies such as Schools & Families Support Services

This policy is available:

- Online at www.flintham.notts.sch.uk
- From the school office

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 will have general responsibility for handling the implementation of this policy.

The Designated Safeguarding Leads in our school are: Janette Dunderdale, Gail Otton and Karen Halliwell

Safeguarding is the responsibility of all staff; however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The Anti – bullying Coordinators in our school are Janette Dunderdale, Karen Halliwell and Jo Sharphouse

Their 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
- Ensuring bullying incidents are dealt with by staff, using the appropriate systems in place
- 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 **Caroline Aldrich**

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.

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/tools-about-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 into 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

Child on Child Abuse: This can include but is not limited to:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
 - Sexual violence and sexual harassment
 - Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party
 - Physical abuse or otherwise causing harm (may include online element which facilitates, threatens and/or encourages physical abuse)
 - Consensual and non-consensual sharing of nude or semi-nude images and/or videos (also known as sexting)
 - Upskirting
 - Initiation/hazing, violence and rituals
- (See Child on Child Abuse Policy for full details)

Sexist and Sexual Bullying: Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline. This behaviour is considered to violate a child’s dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again, this needs to be considered by cross referencing with the Child on Child Abuse Policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

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 and peer on peer abuse. If the target or alleged perpetrator might be in danger, then intervention is urgently required including a safeguarding referral.

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 such as false friendships, criminal exploitation, sexual exploitation and radicalization.

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’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

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 trans 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, Traveller heritage
- 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.

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 trans, or are perceived to be, or have a parent/carer, sibling, or friend 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 perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

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.

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 form 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 E-Safety policy) and encourage good online behaviour.

Reporting and responding to bullying

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers and children) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

Reporting and responding to bullying for:

Children – Victims and Bystanders

- If a child feels they are being bullied they must report it to any member of staff, an older pupil or parent.
- The HT will be informed, listen and respond appropriately with the next steps to stop the bullying.
- If a child feels another person is being bullied, ask that person if they are ok and if anyone is doing something to upset them. The child is to report any concerns to a member of staff in school or to a parent or carer at home

Parents/Carers

- Speak with their child to find out what is happening. Try to find out when and where the actions have been taking place, who has been involved and who else may have seen it.
- Explain to their child what they are going to do and encourage them to speak to an adult in school.
- Speak with their child's class teacher or communicate directly with the Head Teacher to explain their concerns and what they have found out (01636 525371 or head@flintham.notts.sch.uk) .
- Do not approach the suspect bully and attempt to tell them off/prevent them from doing what they think they may be doing.

All staff and visitors

- Report what has been seen or heard to the Head Teacher. In the Head Teacher's absence, or if the alleged bullying involves the Head Teacher, the matter should be directed to the Deputy Head Teacher or other member of the senior leadership team.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures. In the response to a report of bullying, school will:

- Take the matter seriously and investigate the issue by talking with the victim, the alleged bully, other children (who may have seen actions) and any other relevant staff.
- Get back to the parent(s) to discuss what the investigation has found out and inform of what is being done as a response and how the school will act to try and prevent this occurring again.
- Continue to monitor the situation, even after it has been dealt with.
- Deal with the matter in a sensitive and confidential manner.
- Use appropriate strategies in class to encourage positive social skills and support pupils' emotional development – eg: via PSHE sessions.
- Employ specific, solution focused interventions, as appropriate; working on a 1:1 basis or in a small group with the victim, perpetrator, bystanders and/or others affected by the bullying, referring to outside agencies if appropriate.
- Liaise with the wider community if the bullying is taking place off the school premises eg: in the case of cyberbullying or hate crime.
- Consolidate views and actions using multi agency meetings, where appropriate.

If staff become aware of any bullying taking place between pupils, we deal with the issue immediately. This will involve support for the victim of the bullying, and appropriate sanctions for the child who has carried out the bullying (as identified in the school's behaviour policy). These will be relevant to the incident and are at the discretion of the Head Teacher.

We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in the future. All incidents of bullying are recorded on CPOMs and on our termly analysis of behaviour form then the parents of the victim, the bully and any bystanders will be contacted.

If a child is found to be bullying another child or has not responded to guidance they have been previously given, we then invite the child's parents into the school to discuss the situation. At this point, a discussion will be held around the decision for future actions, such as introducing an external agency for targeted support, via the Nottinghamshire County Council Pathways to Provision and the completion of an Early Help Assessment Form, if appropriate.

In some cases, it may be appropriate for staff to liaise with the Designated Safeguarding Leads within school, if there are any safeguarding issues to consider. This could lead to a referral to the MASH (Multi Agency Safeguarding Hub).

When warnings (part of the school's behaviour system) are placed on a child, staff are proactive in finding out what happened beforehand. This gives any potential victims of bullying the opportunity to tell someone what is happening. Furthermore, if the incident is in retaliation to bullying towards them, that child has the opportunity to speak about previous events which have led to the situation. Where the retaliation to bullying is serious, then the person who has retaliated may also have to receive sanctions as identified in the school's behaviour policy. This is also at the discretion of the Head teacher.

All disciplinary sanctions are in accordance with the school's behaviour policy. These are graded according to the seriousness of the incident but send out a message that bullying is unacceptable. A clear complaints procedure is available for parents who feel they are not satisfied with the strategies and procedures used at any time during the process.

Recording bullying and evaluating the policy

Bullying incidents will be recorded on CPOMs by the Head Teacher, or if unavailable, by the member of staff who deals with the incident and then report to the Head Teacher. A termly review is held between the Anti-bullying co-ordinators for discussion and monitoring of any incidents.

The information stored will be used to ensure incidents are monitored and/or 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 staff meetings and briefings when appropriate and/or necessary.

Anonymised information will be presented to the governors on a termly basis. 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 Flintham Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

Support for pupils in the form of:

- E-Safety programme (including specific curriculum input on areas of concern such as cyber bullying and internet safety) & class IT promises
- PSHE curriculum (SCARF)
- ELSA Support – including specific interventions for individuals and identified groups
- Whole school and Key Stage assemblies
- Actively promoting the celebration of difference and diversity via PSHE and RE curriculum, celebration events, assembly themes and involvement in the Diversity Champions project – via Equals Trust
- Pupil Voice - School Council, Eco Team, Pupil Parliament
- Annual pupil wellbeing surveys

Support for parents in the form of:

- An open-door policy, which encourages open discussion between school and home.
- A designated Pupil Wellbeing Co-ordinator, Ms Karen Halliwell, for guidance, advice and possible referral to external agencies.
- Parent information events/information-on the school website

Support for all school staff:

- Staff training and development for all staff, including those involved in lunchtime supervision
- Encouraging all staff to model expected behaviour
- Staff training around curriculum delivery of PSHE related curriculum areas
- Discussions in staff meetings and briefings around the resources and support available to staff when dealing with bullying related behaviour

Links with other policies

<i>Policy</i>	<i>Why</i>
Child on Child Policy	Linking bullying especially sexualised behaviour, exploitation
Behaviour Policy	Rewards and sanctions, Code of conduct
Child Protection Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable Use Policy	Cyber bullying and online safety
Equality Policy Accessibility Policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Whistleblowing/Confidentiality Policy	Reporting and recording
PSHE Curriculum	Strategies to prevent bullying as part of a structured PSHE programme
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response

Useful Links and Organisations

Organisations supporting Anti-bullying

Mencap – <https://www.mencap.org.uk/>

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk/

The lesbian, gay, bisexual and transgender charity

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

EACH is a charity and training agency which helps people and organisations affected by homophobia. The website gives guidance, contact details and a free phone helpline.

School's Out – www.schools-out.org.uk/

The UK's safer internet centre- www.saferinternet.co.uk

Thinkuknow – <https://www.thinkuknow.co.uk>

Guide to internet safety and safe surfing for young people their families and professionals

Kidscape- <https://www.kidscape.org.uk>

Charity in the UK established specifically to prevent bullying and child sexual abuse.

The Diana Award – <http://diana-award.org.uk/>

Through the Diana Network and their anti-bullying and mentoring programmes, this charity encourages, empowers and engages young people to deal with bullying

Childline- <https://www.childline.org.uk/>

Provides free and confidential help for young people in the UK.

NSPCC - www.nspcc.org.uk/

Child protection in sport- <https://thecpsu.org.uk/>

Young Minds - www.youngminds.org.uk

Committed to improving children's wellbeing and mental health

Family Lives - www.familylives.org.uk/

Parenting and family support from Family Lives (formerly Parentline Plus) through their website, online chat, helpline 0808 800 2222 and parenting classes.

Show Racism the red card - www.theredcard.org/

The campaign that uses top footballers to educate against racism.

Mermaids - www.mermaidsuk.org.uk/

A support group for gender variant children and teenagers, and their families.

Gires - www.gires.org.uk/

Information for transgender people, their families and the professionals who care for them

Sports Nottinghamshire - www.sportnottinghamshire.co.uk/

Represents the County Sports Partnership (CSP) for the city and county of Nottinghamshire.

CSPs are networks of organisations working in sport and active recreation, including, Local Authorities, National Governing Bodies of Sport, Schools, Colleges and Universities, Professional Sports Clubs and Public Health.

March 2024

To be reviewed in March 2026, or in response to national directives and local guidance