THE WHITE ROSE FEDERATION

ANTI-BULLYING POLICY

Document Status			
Date of adoption by the Governing Body		**Date of next review**	
Autumn 2023		Autumn 2025	
Responsible officer			
J. Marwood			
Signed:			
Headteacher	S. MacDonald	**Chair of Governors**	A. Edwards & A. Burr

Links to Other Policies	
Child Protection Policy	Behaviour Policy
Online Safety Policy	Complaints Policy
Child on Child Abuse Policy	Single Equality Scheme

Anti-Bullying Policy

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Our school is committed to creating an environment in which **respect, friendship** and **trust** underpin our relationships with others, supporting every pupil's right to learn in a **safe** environment. This policy is therefore designed to support the way in which all members of the school can live and work together, where everyone feels **happy, safe and secure**. This policy is informed by Christian values which underpin every aspect of the school community's life and work, including the curriculum. This encourages an environment where **positive** relationships and **independence flourish**; a joy of learning develops and friendships deepen, evidencing our vision 'one family, branching out together.'

Within our school, each child is taught how to protect themselves and others and to enjoy their own uniqueness and that of others.

Bullying, of any nature, will not be accepted or tolerated at any time. All allegations of bullying will be thoroughly investigated. We want pupils to feel confident in being able to seek support from school should they feel unsafe.

We acknowledge the School Standards and Framework Act 1998, which clearly states that all maintained schools must have in place an Anti-Bullying Policy that outlines procedures in order to prevent bullying among pupils.

We have a duty of care to protect pupils from bullying as part of our responsibility to provide a safe, secure, caring and friendly school environment for all the children in order to protect them from those who wish to deliberately hurt them either physically or emotionally. We believe all our safeguarding procedures are in line with Sections 3(5) and 87(1) of the Children Act 1989 and Section 157 of the Education Act 2002 and that we promote the welfare of all children in our care.

We work closely with the School Council and listen to their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims and purpose of the policy

- To ensure a **safe, 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.

Related policies: Behaviour policy, Child Protection, Complaints, Online Safety, Child on Child Abuse, Single Equality Scheme

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying differs from teasing/falling out between friends or other types of aggressive behaviour.

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent

Guidelines from the Department of Education (DfE) define bullying as 'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. '

The Anti-bullying Alliance (made up of members of the NSPCC and NCB) define bullying as: the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power.

With the children, we will use the following child-friendly definition: 'people doing unkind things to you on purpose, more than once, which it is difficult to stop'.

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, biphobic or transphobic)

- 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 (SEN, LGTBQ+, Pupil Premium)

What causes Bullying?

People bully for different reasons. The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- to be big/clever
- for fun
- because they are being bullied themselves
- as a cry for help (negative noticeable behaviour)
- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

Bullying is also incompatible with the Christian ethos of our school in which each member of our school community should be treated **fairly** and **consistently**, allowing for all to **flourish**.

Pupils and staff who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, and taking unusual absences. There may be evidence of changes in work patterns, lacking concentration or truanting/absenteeism from school.

Pupils and staff are to be encouraged to report bullying in school. Our schools' teaching and non-teaching staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

2. Reporting bullying

We recognise that bullying may be brought to the attention of the school in a number of ways. These may include:

- Pupils reporting it to staff
- Peers reporting to staff
- Parents informing the school
- Behaviour observations on the playground
- Anonymous reports in our reflection box
- Text, email or phone call

The following steps may be taken when dealing with incidents involving pupils:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on CPOMS under the Bullying Category and alerted to the Head of School and Executive Headteacher
- The Head of School will interview all concerned and will record details of the incident on CPOMS
- Parents and staff will be communicated with thoroughly
- Staff will use the restorative practices guidelines (see Behaviour and Rewards Policy)
- Consequences will be used as appropriate and in consultation with all parties concerned
- The Head of School will report the resolution of the incident on CPOMS and will follow up after a month with another log on CPOMS

Reporting – roles and responsibilities

- Staff

All staff have a responsibility to respond to bullying reports in line with this policy. They all have a duty to challenge bullying, (including HBT (homophobic, biphobic, transphobic) bullying and language), report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.

The anti-bullying lead across the federation is: Sam Maud – Federation Pastoral Support Lead. She is supported by Eleanor Langhorn – Federation Pastoral Support Worker and by an individual Pastoral Support Assistant at each school;

Barlow: Beth Hunt   Burton Salmon: Emma Bowers   Chapel Haddlesey: Emma Bowers

- Senior staff

The Senior Leadership team and the Executive Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.

The Head of School is responsible for anti-bullying in their school. Each Head of School can be contacted through the admin email address for each school.

Barlow Head of School – Tom Rich: admin.barlow@wrfed.co.uk

Burton Salmon Head of School - Craig Bealey: admin.burton@wrfed.co.uk

Chapel Haddlesey Head of School - Rachel Lindley: admin.chapel@wrfed.co.uk

● Parents/carers

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person:

- Is frightened of walking to or from school or changes route
- Doesn't want to go to school or runs away
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- shows a drop in performance in their schoolwork
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home 'starving'
- Starts bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone.
- Gives improbable excuses for their behaviour.

Parents should report any concerns regarding bullying to a member of school staff. They can be contacted using the admin email address for each school.

Barlow: admin.barlow@wrfed.co.uk

Burton Salmon: admin.burton@wrfed.co.uk

Chapel Haddlesey: admin.chapel@wrfed.co.uk

- Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying; they should offer support to the victim and encourage them to report it.

3. Responding to bullying – checklist

When bullying has been reported, the following actions will be taken:

1. Staff will record the bullying under the bullying category on CPOMS.

2. Designated school staff will monitor incident reporting forms and information recorded on CPOMS, analysing the results.

3. Designated school staff will produce termly reports summarising the information which the Executive Headteacher will report to the governing body.

4. Support will be offered to the target of the bullying from the pastoral team and class teacher or through the use of restorative practice.

5. Staff will proactively respond to the bully who may require support from the pastoral team and class teacher or through the use of restorative practice or other programmes.

6. Staff will assess whether parents and carers need to be involved.

7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

Implementation

The Anti-Bullying policy will be made known to all members of the school community.

Pupils

Pupils who have been bullied will be supported by:
- offering an immediate opportunity to discuss the experience with a member of staff of their choice, ensuring a **fair** and **open** process.
- reassuring the pupil
- offering continuous **support**
- considering avoidance and coping strategies

- restoring self-esteem and confidence, possibly through 1:1 or group ELSA work
- reassurance that the bullying will stop
- working in **partnerships** with parents, guardians and/or outside agencies to support emotional needs of the pupil.

Pupils who have bullied will be helped by:
- discussing what happened, ensuring a **fair** and **open** process.
- discovering why the pupil became involved
- establishing the wrongdoing and need to change
- considering avoidance strategies
- working in partnerships with parents, guardians and/or outside agencies to support the emotional and behavioural needs of the pupil.

The following disciplinary steps can be taken:
- official warnings to cease offending
- exclusion from certain areas of school premises
- minor fixed-term exclusion, major fixed-term exclusion or permanent exclusion.

Incidents involving staff will be dealt with according to the school's established disciplinary procedure or the Allegations of Abuse against Staff Policy and Guidance for Safer Working Practice.

Reconciliation

In many cases children are unaware of the extent of the hurt caused through their actions.

- pupils who have bullied will be confronted with the pain, hurt, upset which their actions have caused
- where it is felt to be appropriate, both parties may be brought together with a mediator and asked to express their feeling (this will not be appropriate if any lingering resentment is obvious, or one party is unwilling)
- support and guidance will be given to ensure that a clear framework is in place to allow the pupils to move forward and reach a resolution (restorative practice)
- opportunities for both parties to support each other will be explored with the mediator (such supportive behaviour may not be appropriate with immediate effect.)
- the mediator will ask both parties to discuss the progress of the relationship at regular periods and will document the outcome.
- parents will be involved throughout the process.

The mediator will usually be the Head of School but should be any member of staff that all parties concerned trust.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHCE, the SEAL programme, Circle Time, the Pastoral Support group assemblies and subject areas, as appropriate, in an attempt to educate the children to recognise the signs of bullying and to give them the skills to report it to access support.

Online Safety is delivered across the curriculum as part of discrete teaching. An Online Safety focus week is in place each Spring term when activities and workshops are delivered to ensure the children understand the importance of staying safe online. This is delivered in conjunction with parent support. The latest online safety guidance is sent home to parents and updated on our websites to ensure we are up to date with the latest trends. Online safety guidance is also delivered through the year to children and parents in response to national and local updates. We add to our website and send out by email a monthly newsletter on Online Safety which picks up a particular focus each month as well as highlighting any current online safety trends and risks.

4. Cyber-Bullying

Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power. (See also the school behaviour policy.)

Preventing and addressing cyber-bullying

To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim.

The school will actively discuss cyber-bullying with pupils, explaining the reasons why it occurs, the forms it may take and what the consequences can be. Teachers will discuss cyber-bullying with their class.

Teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying. This includes personal, social, health and economic (PSHE) education, and other subjects where appropriate.

All staff, governors and volunteers (where appropriate) receive training on cyber-bullying, its impact and ways to support pupils, as part of safeguarding training (see section 11 for more detail).

The school also sends information/leaflets on cyber-bullying to parents/carers so they are aware of the signs, how to report it and how they can support children who may be affected.

In relation to a specific incident of cyber-bullying, the school will follow the processes set out in the school behaviour policy. Where illegal, inappropriate or harmful material has been spread among pupils, the school will use all reasonable endeavours to ensure the incident is contained.

The DSL will report the incident and provide the relevant material to the police as soon as is reasonably practicable, if they have reasonable grounds to suspect that possessing that material is illegal. They will also work with external services if it is deemed necessary to do so.

5. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupil's wellbeing beyond the school day. Staff, parents and

carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

6. 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 CPOMS and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

7. 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 attitude, belief or view 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 regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

8. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are **revered and respected** as members of a community where all are known and **loved** by God. Our relationships with all community members are underpinned by **respect, friendship and trust.**

- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying.

- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes 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 a part 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.

- Class **reflection** times provide regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

- Stereotypes are challenged by staff and pupils across the school.

- Peer-mentoring, pupil-led programmes (playground leaders) offer support to all pupils.

- Restorative practice system, ELSA and Compass Buzz interventions provide **support** to targets of bullying and those who show bullying behaviour. We encourage **forgiveness** and **truthfulness**.

- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as the School Council and Worship group.

- Working with parents and carers, and in **partnership** with community organisations, to tackle bullying where appropriate.

9. Training

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

10. Monitoring the policy

The Head of School and anti-bullying leads are responsible for monitoring the policy on a day-to-day basis. The Head of School and Executive Headteacher are responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

11. 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. The policy is reviewed every 2 years, in consultation with the whole school community including staff, pupils, parents, carers and governors.