

Legsby Primary School Anti-Bullying Policy

<u>Policy Information</u>			
Reviewed date	January 2025	Next review due	January 2027
Cycle of Review:	Bi-Annual	Agreed at Governors:	06/02/2025

At Legsby Primary School we aim to provide a safe, caring and friendly environment for learning. We understand that a welcoming, inclusive and respectful environment provides the best backdrop for learning to take place. We expect pupils to act safely and feel safe in school. Our pupils should be empowered to recognize, acknowledge and report bullying issues. The Legsby School curriculum will make children aware of the signs of bullying and provide strategies for dealing with it – children will learn the difference between disagreement and bullying. We also want to help make perpetrators aware of their actions and help them understand the impact they have on their victims. In addition, we will explore with them the motivations of their action. We also want parents / carers to feel confident that their children are safe and cared for in school, and that incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents / carers and working with other agencies outside the school where appropriate.

Roles and responsibilities

The Co-Headteachers have overall responsibility for the policy, its implementation and for liaising with the governing body, parents and carers, Local Authority (LA) and outside agencies. All staff are committed to the anti-bullying stance of the school.

Definition of Bullying

Although there is no actual legal definition of bullying, it is usually defined as behaviour that is:

- Repeated
- Intended to hurt someone emotionally or physically
- Often aimed at groups or individuals based on for example, race, gender or disability.
- <https://www.gov.uk/bullying-at-school/bullying-a-definition>

How does bullying differ 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.

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. If the victim might be in danger, then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes: -

- Physical assault
- Taking or damaging belongings
- Name calling
- Taunting
- Mocking
- Making offensive comments
- Cyber bullying - inappropriate text messaging and e-mailing; sending offensive or degrading images, impersonating and hacking into accounts online using internet enabled devices
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups.
- Deliberately telling untruths to get others in trouble.

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'.

There are many types of bullying, but listed below are some specific types:

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-sexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Race including colour, nationality, ethnic or national origin
- 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.

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 transsexual, or are perceived to be, or have a parent / carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior and may also be used to taunt young people or their friends, family members or their parents / carers.

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 and may continue into Further Education. 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 forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts / sites
- Posting prejudice / hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet and encourage good online behaviour through our PHSE and Computing curriculum. We will also promote safe use of social media on special days such as E-Safety Day.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Procedure

All reported incidents will be taken seriously and investigated. The staff are aware of and follow the same procedures.

The school will take the following steps:

- Interviewing all parties
- Informing parents where necessary
- Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable
- Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
- Following up, in particular keeping in touch with the person who reported the situation and parents / carers
- Having a clear complaints procedure for parents / carers who are not satisfied with the school's actions
- Having a range of follow up responses and support appropriate to the situation for all involved such as - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders, referral to outside agencies if appropriate
- Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Initiating the Early Help Assessment Framework may be appropriate to support the process.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Head teacher.

Information stored in school will be used to ensure individual incidents are 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 regular staff meetings. Governors will receive an annual update.

The policy will be reviewed bi-annually.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Legsby School have developed the following strategies to promote positive behaviour and discourage bullying behavior:

- Modelling behaviour for children
- The ethos of our school
- Anti-Bullying week annually in November
- PSHE/Citizenship lessons
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Peer mentoring schemes and / or Playground Buddying and other student lead initiatives

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities.

Useful Websites:

Gov.uk

<https://www.gov.uk/bullying-at-school/bullying-a-definition>

Childline

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