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WILLIAM BOOTH PRIMARY SCHOOL

ANTI-BULLYING POLICY

JANUARY 2025

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Aims of this Policy

This policy aims to:

- ensure the school is meeting its statutory duties, incorporate the DfE guidance from June 2018 in 'Approaches to Preventing and Tackling Bullying' and drive best practice in anti-bullying work at William Booth Primary and Nursery School.

- provide all staff with an understanding of the school's position on bullying, the way it seeks to prevent bullying and the process it operates when bullying is discovered. To raise awareness concerning bullying amongst all adults associated or working within the school. To create a culture where the bullying of anyone is not tolerated.

- extend this understanding and commitment to the wider school community and most notably, our pupils and their parents/carers.

William Booth Primary School's Anti Bullying Policy is a sub section of the school's Behaviour Policy and links with other relevant policies.

Responsibilities

The headteacher will communicate this policy to the school community and ensure that disciplinary measures are applied fairly, consistently and reasonably.

School Governors will take a lead role in monitoring and reviewing this policy and its implementation.

All staff (including governors, senior leadership, teaching and non-teaching staff), will support, uphold and implement this policy accordingly.

Parents/carers will support their children and work in partnership with the school.

Pupils will contribute to, and abide by, the policy.

Definition of Bullying

It is important that all of the school community is able to share an understanding of bullying, so that it can be identified accurately and addressed appropriately.

> "Bullying is the wilful, conscious desire to hurt another and put him or her under stress." (Tattum & Lane 1992.).

"Bullying is "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally".
(DfE: Preventing and Tackling Bullying, July 2017).

At William Booth Primary School, when considering bullying we look at behaviours that are intentionally or knowingly causing harm in a way that is repeated/persistent, targeted and uneven (either because only one of the parties is engaging in unpleasant behaviours there is a power imbalance caused by age, the number of people involved or other factors).

When talking to pupils we help them to identify bullying with the acronym STOP. Bullying is something that happens Several Times On Purpose.

Bullying behaviours may include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups; spreading hurtful and untruthful rumours; cyberbullying (sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, or sending offensive or degrading photos or videos).

Bullying can happen to anyone. It is also important to understand that bullying may include prejudice driven/discriminatory attitudes and behaviours such as:

- Bullying related to race, religion, nationality or culture
- Bullying related to SEND (Special Educational Needs or Disability)
- Bullying related to appearance or physical/mental health conditions
- Bullying related to sexual orientation (homophobic bullying)
- Bullying of young carers, children in care or otherwise related to home circumstances
- Sexist, sexual and transphobic bullying

Bullying can be a form of peer on peer abuse and can be emotionally abusive; it has severe and adverse effects on children's emotional development. Bullying can be subtle or it can be blatant. It can cause short-term suffering for the victim or it can go on for years. It can be for clearly identifiable reasons, i.e. racism, actual or perceived sexual orientation issues, relationship issues, differing abilities, physique etc or for no clearly defined reason. Bullying is unacceptable. It is always damaging, and it must always be taken seriously and addressed.

Our Principles

We are an inclusive school and believe that every child and adult has the right to come to school without the fear of being bullied due to their gender, race, nationality, sexual orientation, disability or faith.
We have a responsibility to create and maintain a safe and secure environment for all of the pupils in our care, so that parents and carers may send their children to school in the confident knowledge that they will be protected from bullies.

In the same way, all adults at William Booth Primary School have the same right to work free from harassment, humiliation and abuse.

The Policy

The school's Anti-bullying policy reflects the values and commitment of the entire school community. The policy is the joint effort of staff, governors, pupils, parents and carers.

School's Response/Actions

All discovered bullying will be acted upon. Therefore, every person who is part of William Booth Primary School has a responsibility to take action. The organisation, administration and practices within the school will reflect our commitment to the prevention of bullying.

- Where bullying incidents are directly observed staff will respond immediately with appropriate action.
- Any reported incidents of bullying by children, parents or staff will be promptly investigated (including direct dialogue with all parties involved), and recorded on an Incident form. This evidence may be required to support further actions. In cases of cyberbullying this may involve considering evidence provided/requested.
- The Headteacher or Senior Safeguarding Lead will oversee and co-ordinate the response to any reported incidents of bullying, its subsequent reporting and liaising between staff and parents/carers (of both victims and perpetrators).
- Perpetrators of bullying must be made clear on the cause for concern and the specific behaviours that have been identified, as well as clear expectations being stated for their behaviour moving forward.
- The setting of any sanctions will take into account the specific circumstances concerned and where necessary will escalate when previous efforts have not been successful in stopping bullying.
- Any confirmed reported incidents of bullying will be recorded in the school's bullying log. All such incidents will also be shared as an agenda item titled "Children First" that begins every staff and briefing meeting.
- Direct work or support may be provided to perpetrators of bullying, wherever it may be an effective means of preventing a continuation of the current bullying concern, the possibility of future bullying of other victims or an improvement in the perpetrators own behaviour or well-being.
- If necessary, other agencies may be consulted or involved, such as: the police (if a criminal offence has been committed), children's social care (if a child is felt to be at risk of significant harm) or internet service providers.

It is essential to understand the extreme and detrimental impact that bullying can have on victims. **Victims of bullying will be supported through:**

- The opportunity to discuss their experiences with their teacher, the Senior Safeguarding Lead or a member of staff of their choice. This will be done in a reassuring and safe environment.

- Direct work to help them define and understand the bullying they are experiencing.
- Reassurance and providing continuous support.
- Advice on how to respond to any future incidents and a clear instruction on how to report any further incidents or concerns.
- Additional monitoring to ensure that their well-being is established and that they have other positive factors in place, such as supportive friendships, engaged adults and hobbies and interests. A follow-up session will be scheduled to ensure that measures taken have been successful.
- Where necessary, direct-work towards restoring self-esteem and confidence. This will be personalised and may include various forms of pastoral support.
- Where necessary, working with the wider community and/or local/national organisations to provide further or specialist advice and guidance.

All of these actions can extend to bullying taking place off site or outside of normal school hours, including cyberbullying.

An Anti-Bullying environment

William Booth Primary and Nursery School aims to create an environment which:

- promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- recognises that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- enables people to openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, differences between individual's family situations, such as looked after children or those with caring responsibilities.
- always challenges practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- encourages the positive and responsible use of technology (especially mobile phones and social media).
- enables staff, pupils, parents/carers, the wider community and outside agencies to prevent and tackle bullying concerns, including all forms of prejudice-driven bullying.
- acts as a "safe space" for vulnerable children and young people.
- celebrates success and achievements to promote and build a positive school ethos.

Specific Statement Regarding Online Bullying

Cyber bullying includes sending or posting harmful or upsetting text, images or other messages, using the internet, mobile phones or other communication technology. Such content may be directed at a victim, or be shared amongst other pupils or on public platforms, in such a way that it still constitutes bullying behaviour. It can include threats and intimidation, harassment, defamation, exclusion or peer rejection, impersonation and unauthorised publication of private information or images. It can include messages

intended as jokes, but which have a harmful or upsetting effect. In some cases, this type of bullying may constitute a criminal offence.

Whilst the underlying principles for identifying and addressing online bullying remain the same as for all anti-bullying efforts, there are some specific attributes that need to be considered:

- It may be harder to address.
- It may be easier for such bullying behaviours to impact children whilst they are in their own home, making it feel more invasive for the victim.
- It may be easier for the bullying to be done anonymously.
- The motivations and actions of online bullying may differ to other types of bullying.
- There is more likely to be recorded evidence of such behaviours.

As well as the measures outlined elsewhere in this policy, dealing with online bullying may require:

- Giving specific advice to parents, carers and/or children (both perpetrators and victims). As a school we have become increasingly alarmed by the risks that social media platforms present to the well-being, development and social cohesion of our pupils. Adequate supervision of children online can only be provided by being present with them and close visual monitoring. Anything short of this leaves children at risk of experiencing harms that we would not expose them to in the offline world, and so we believe that children should not be allowed access to social media platforms whilst they are young enough to attend our school.
- Sharing information about current online risks (e.g. a new platform or app), with other parents, carers, pupils, colleagues, organisations or websites.
- Liaising directly with sites or platform to request that additional actions be taken (e.g. for a comment to be removed).

Specific Statement Concerning Prejudice-Driven Incidents

William Booth Primary School is aware of its responsibility for the promotion of social harmony and understanding. It is committed to creating a positive climate that will enable everyone to work free from intimidation and harassment and to achieve their full potential. This includes the promotion of the British Values of respect and tolerance and the school's own BELIEVE values (especially that pupils and staff should 'Individually Contribute to Make a Difference' and be 'Valued and Respected Members of our Community). Therefore:

- It will use all the powers and resources at its disposal to eliminate prejudice-driven incidents, by pro-actively tackling the causes of these incidents and adequately responding to any incidents that do occur.
  It will ensure that any complaints or concerns are promptly investigated and that everyone is aware of their responsibility and the procedures to challenge and report it when it occurs. A log of racist incidents, homophobic incidents and any other prejudice-based incidents is kept in the SMT office, where all reported incidents are to be recorded once an "Incident Form" has been completed.
- It will work with parents, communities and other agencies to ensure that it is clearly understood that prejudice, discrimination and harassment are unacceptable.

Implications for Pupils

- Pupils need to understand what bullying is: its causes, effects and methods of prevention.
- Pupils must accept that they have a duty to themselves and others in the prevention of bullying and taking action should it occur.
- The action taken may be **direct**, that is intervening in the bullying situation (the difficulties in this are acknowledged and it is preferable that a teacher/school adult should take action) or **indirect**, reporting bullying or potential bullying to another adult, at home or school. This also includes their behaviour when interacting online or through ICT outside of school.
- Pupils who tolerate bullies are supporting them. Pressure from other pupils can stop bullying.

Implications for Teachers and Other Adults in School

- All discovered bullying must be acted upon as soon as possible and seen to be acted upon.
- It is essential that incidents are carefully recorded by a member of staff and subsequently handed to the Head Teacher or Senior Safeguarding Lead. Written accurate evidence is vital and helps to bring home the seriousness of the incident.
- Particular danger periods are breaks and lunchtimes. Staff on playground duty need to supervise the children actively to try to minimise opportunities for bullying to take place.
- There are implications for pupil management by staff. If bullying strategies are consistently used by staff this reinforces the idea that bullying is a legitimate way of exercising power and control.
- Teaching about bullying is an essential strategy in prevention. This should include, but not be limited to, active involvement in Anti-Bullying Week.
- Teachers and staff should be aware of online bullying as a potential issue, and ensure that it receives an equally thorough response, but one that is also tailored to the specific circumstances.

Implications for Parents and Carers

Parents and carers have a key role to play in the identification and prevention of bullying.

- Parents and carers can help identify early signs of possible bullying such as an unwillingness to attend school, pattern of vague headaches, moodiness, requests for extra money or equipment missing.
- If parents or carers think that their child or another child is being bullied or is bullying, then they should contact the school immediately. A member of the Senior Management Team will provide support and advice.

- If the problem only occurs outside the school, the school will try to offer help and support, but it may be necessary to contact the local police. Where online bullying is taking place, parents and carers will need to adopt a co-ordinated approach with school and any other relevant agencies, and ensure that they take measures and follow advice that will reduce risks and promote anti-bullying behaviours.
- A child should not be encouraged to hit back, although they may need to defend themselves if physically attacked.
- A child who has a wide circle of friends is less likely to be bullied.
- Parents or carers may unwittingly encourage bullying behaviour if they use this strategy at home themselves. Parents or carers who bully children are reinforcing the ideas that bullying is acceptable.
- Parents and carers should understand the very serious consequence for bullies who continue to bully other children.

Implications for Governors

Governors must satisfy themselves that the school policy, structure and systems are preventative, yet capable of dealing with bullying should it occur.

If a pupil persistently threatens the safety, education and welfare of other pupils then governors would be asked to support the use of fixed term exclusion, with the use of permanent exclusion as a last resort.

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk

- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama:www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srtrc.org/educational

LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) www.endviolenceagainstwomen.org.uk
- A Guide for Schools: www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW-Coalition-Schools-Guide.pdf
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.anti-

bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

Note: Additional links can be found in 'Preventing and Tackling Bullying' (July 2017) www.gov.uk/government/publications/preventing-and-tackling-bullying