

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

Anti-Bullying Policy

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By **valuing** each individual within our school family, we enable everyone to **grow** and **flourish** at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

Introduction

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 inclusive community. A positive and caring ethos demands an anti-bullying policy. We believe that bullying that is unchecked or that teachers appear to condone by ignoring, affects the whole school. Everyone in the school community should care about bullying.

Aims and the Purpose of our Policy

- To ensure a 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.

Legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989

- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Responsibilities

It is the responsibility of:

- The head teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably and that a member of the senior leadership has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leaders, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents / carers to support their children and work in partnership with the school.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

'Preventing and tackling bullying Advice for headteachers, staff and governing bodies,' July 2017

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. 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:

- 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

How do we recognise a bully?

There is no specific pattern of characteristics that identifies a bully, so bullies are not always easily recognised. However, both male and female bullies tend to have the following traits in common:

- aggressive attitudes over which they exercise little control;
- a lack of empathy - they cannot imagine what others feel;
- a lack of guilt - they rationalise that a victim deserves the treatment.

Bullies can come in multiples or "gangs". Some bullies can persuade all their gang to join them in the bullying, to confirm the solidarity of the group. Bullies in a group can be difficult to deal with as ideas of individual and personal responsibility fade.

How might we recognise likely victims?

Bullies pick on vulnerable children, but it is difficult to judge which children are vulnerable. Those who look different or behave differently are often bullied. A stereotyped victim is weak, shy, small, anxious and different - these children are often "protected" by adults, and the bully may therefore avoid them and look for a less obvious victim.

"Vulnerable" children may be:

- new to the class or school;
- different in looks, speech or background;
- lacking in self-esteem;
- those who react in an "entertaining" fashion when bullied (e.g. lack of control, tantrums);
- more anxious or nervous.

There is evidence that some boys may bully girls and that this behaviour may be provoked by a particular background of attitudes towards women. Some children bully those who are more able or from a more financially advantaged background. Victims may suffer from stress, which may lead to

absenteeism; under-achievement; childhood depression; suicide. They may see themselves as inadequate and friendless and become withdrawn or even believe that they deserve the bullying especially if no adult intervenes.

VULNERABILITY ISN'T ALWAYS VISIBLE TO ADULTS THE VICTIM MAY LOOK LIKE ANY OTHER CHILD!

How to report bullying?

We must act upon any suspicion of bullying. It is important to encourage children to speak out - silence and secrecy undermine the power of the school and affirm the power of a bully. To be seen to act is vital.

TACKLING BULLYING IS AN IMPORTANT PART OF MAKING SCHOOL A HAPPY PLACE FOR EVERYONE.

If you come across bullying or suspect that a member of the school is being bullied, ensure that you inform the Head teacher or a senior member of staff as soon as possible, so that you can deal with it appropriately together.

Roles and Responsibilities

Staff: it is the duty of all staff to challenge and report bullying (including HBT bullying and language). All staff will need to be vigilant to the signs of bullying and play an active role in the school's efforts to prevent bullying.

Senior staff: The Head teacher (Mr Dennis) is the anti-bullying lead with the support of the DSL (Mrs Northover) and deputy DSL (Mrs Smith). The Head teacher is responsible for the implementation and development of the anti-bullying policy with all members of staff and the safety and wellbeing of all young people. Staff can be contacted via the school's office email office@broadwas.worcs.sch.uk or by phoning the school on 01886 821347.

Parents: Parents and carers can help the school in many ways to tackle bullying. Please look out for the signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should also support their child to report bullying to their class teacher or senior lead within school.

Children: children should not take part in any form of bullying and should watch out for the signs of bullying amongst their peers at school. We encourage pupils not to be bystanders to incidents of bullying, to support the victim in the situation and help them to report it to a member of staff.

How to respond to a bully?

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

1. Staff will record the bullying on an incident reporting form via the CPOMS APP.
2. Designated school staff will monitor CPOMS and the information recorded, analysing the results.
3. Designated school staff will produce termly reports summarising the information which the Head teacher will report to the governing body.

4. Support will be offered to the target of the bullying from the class teacher, senior leader's and pastoral TA. We will reassure the victim(s): they must not be made to feel inadequate or foolish and offer advice, support and help to them.
5. Staff will proactively respond to the bully who may require support from the class teacher, senior leaders within school or through the use of sanctions and restorative support. It will be made clear to the bully that you disapprove. We will encourage the bully to see the victim's point of view. An explanation of any sanctions used and why it has been given will be provided and all colleagues will be informed so everyone will be vigilant.
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.
8. Staff will make sure the incidence does not "live on" and think ahead to prevent a recurrence.

DON'T: be over-protective - the victim should be allowed to help him or herself;

DON'T: assume the bully is all bad;

DON'T: keep the incident a secret.

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 pupils 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.

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, SIMS or other school databases] 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 on CPOMS.

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 attitudes, beliefs or views 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 on CPOMS and monitored in school, with the 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 antibullying interventions.

Cyberbullying

If a cyberbullying concern has been raised the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist in the investigation.
- Take all available steps, where possible, to identify the person responsible. This may include:
 - o Looking at use of school systems
 - o Identifying and interviewing possible witnesses
 - o Contacting the service provider and the police, if necessary
- Work with the individuals and online service providers to prevent the incident from spreading and remove offensive or upsetting material from circulation.
- Where an individual can be identified, the school will ensure appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Provide information to staff and pupils regarding steps they can take to protect themselves.

School Strategies to prevent and tackle bullying

At Broadwas we seek to prevent bullying and to deal with it if and when it does occur.

It is our policy to:

- Place our school vision at the heart of everything we do to ensure that all members of the school are respected as members of a community where all are known and loved by God.
- Recognise that any behaviour that hurts, threatens or frightens a child should be considered as bullying.
- Prevent bullying. All staff are vigilant in school and on the playground. Spot checks are made in areas such as toilets, cloakrooms and quiet corners.
- Demonstrate to all pupils that the school cares about bullying.
- Make it the responsibility of all school staff to implement this policy.
- Encourage children to speak out.
- Inform the Headteacher if bullying is reported or suspected.
- Be watchful of new pupils. Ask someone to look after them while they are settling in; inform lunchtime supervisors and classroom assistants when a new child joins the school so that receive extra care and attention during the first few weeks.
- Help victims to become more assertive by improving their self-image. Give them responsible jobs, praise them in front of their peers and value their contributions.
- 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. Circle Time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

- 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.
- Stereotypes are challenged by staff and pupils across the school.
- Help bullies to become more empathetic and to exercise more control over their aggression. Give them the right messages about acceptable behaviour through drama, role-play, discussion and games.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (e.g. School Council, Anti Bullying Week, PSHE sessions, Mental Health Week etc).
- Publicise this policy to children and to all adults who have contact with them.
- Tell parents that the school actively discourages bullying.

Training

The Head teacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

Monitoring the policy

The Head teacher is responsible for monitoring the policy on a day-to-day basis. The Head Teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

Evaluating and reviewing

The Head teacher is responsible for reporting to the governing body 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.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- 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
- 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.ne

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

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.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability

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theeducationpeople.org

- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

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.srrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: [www.barnardos.org.uk/what we do/our work/lgbtq.htm](http://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

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

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