



# The Trent-Rylands Federation

Trent Vale Infant and Nursery School *and* Beeston Rylands Junior School



## POLICY FOR ANTI BULLYING

### INTRODUCTION

- **THIS DOCUMENT IS** a statement of the aims, principles and strategies for the prevention of bullying at the Trent-Rylands Federation
- **IT WAS DEVELOPED** in 2004 through a process of consultation with teaching staff and reviewed in 2008 in consultation with pupils, staff and Governors. It was revised in 2012, 2014 and 2019 in consultation with pupils, staff and governors following the receipt of new guidance from the DfE. It also reflects the September 2019 Ofsted framework. The LA model anti bullying policy has been used as a template for this policy.
- IT WILL BE continuously reviewed, updated and approved by the Governing Bodies, Executive Headteacher and Senior Leadership team
- This policy will be REVIEWED ANNUALLY

Date of review	Autumn 2019	Autumn 2020	Autumn 2021
Signed			

### Introduction

At Trent Vale Infant and Nursery and Beeston Ryland Junior schools 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 with input from:-

- Members of staff- though regular agenda items at staff meetings, consultation documents, questionnaires

- Governors - discussions at governors meetings, training,
- Parents/carers - parents will be encouraged to contribute by taking part in written consultations via questionnaires, parent meetings
- Children and young people - pupils contribute to the development of the policy through the school council, circle time discussions, assemblies

This policy is available:-

- On the school website
- 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 appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

**The Designated Safeguarding Lead** in our school is

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 Coordinator** in our school is: - Jackie Moss

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
- Managing bullying incidents
- 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: - Lisa Shepherd at Trent Vale Infant and Nursery School and Michael Jackson at Beeston Rylands Junior School

### **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.**

[www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-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

## **Peer on Peer Abuse**

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

(See Peer on Peer 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 Peer on Peer 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 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 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 online safety policy) and encourage good online behaviour.

### **Reporting and responding to bullying**

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

Trent Vale Infant and Nursery School and Beeston Rylands Junior Schools are telling schools. Our systems for reporting bullying incidents are as follows:-

- Children and young people in school including bystanders – pupils are encouraged to tell an adult if they are being bullied. This can be any adult in school or an adult at home. They are told to keep telling until someone listens to them and helps them sort it out.
- Parents/carers – parents are encouraged to speak to the class teacher or Headteacher to report incidents of bullying.
- All staff and visitors – are encouraged to speak to the Headteacher or Heads of School

### **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures.

**In the case of an incident of bullying at Trent Vale Infant and Nursery School or Beeston Rylands Junior School we will:-**

- Interview all parties
- Inform parents

- Implement appropriate disciplinary sanctions in accordance with the school’s Behaviour Policy. These will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable. Our responses may also vary according to the type of bullying and may involve other agencies and support strategies where appropriate
- Follow up especially by keeping in touch with the person who reported the situation, parents/carers. The school has a clear complaints procedure for parents who are not satisfied with the schools actions
- Liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
- Use the CAF process where appropriate to involve other agencies who may be able to support.

### **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 Anti-bullying coordinator in the ‘Bullying and Prejudice Based Incidents’ file in the Headteacher’s office.

The information stored will be used to ensure individuals 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.

This information will be presented to the governors as part of the Headteacher’s report to governors.

The policy will be reviewed and updated annually.

### **Strategies for preventing bullying**

As part of our on going commitment to the safety and welfare of our pupils we at Trent Vale Infant and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour: -

- Involvement in SEAL including Anti-bullying unit.
- Involvement in the Healthy Schools Programme
- Anti-Bullying week annually in November.
- PSHCE lessons/activities
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council
- Staff training and development for all staff including those involved at lunchtime

### **Links with other policies and why**

Policy	Why
Behaviour Policy	Rewards and sanctions
Safeguarding Policy	Child protection
Online Safety and ICT and Internet Use Policies	Cyberbullying and e-safety
Equality policy	Hate crime (homophobia, race and disability)
Confidentiality Policy	Reporting and recording
RSHEPolicy	Strategies to prevent bullying