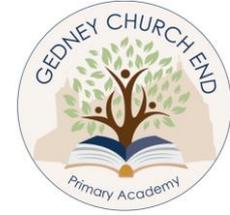




Anti-Bullying Policy 2021-2022

Adopted by: Gedney Church End and Lutton St Nicholas Primary Academies

Date Ratified by Governors: October 2021



Statement of Intent

We are committed to providing a caring, friendly and safe environment for all our pupils to allow them opportunities to learn effectively, improve life chances and help them maximise their potential. Bullying of any kind is unacceptable at our schools.

We will strive to ensure children feel safe, including understanding the issues relating to safety, such as bullying so that if bullying occurs, they feel confident to seek support should they feel unsafe.

We believe all adults in the school have a vital role to play as positive role models. Our school values underpin all the areas of the school curriculum.

Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying, either verbal or physical is regarded as unacceptable.

We aim to produce a safe, caring and secure environment where all children can learn without anxiety.

This policy aims to produce a consistent Federation response to any bullying incidents that may occur and ensure that there is a climate of openness throughout the schools. Bullying must always be reported in order for it to be dealt with

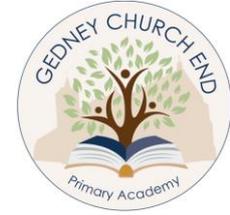
- it should be made clear to all those connected with the schools of our opposition to bullying
- preventative measures must form part of overall anti bullying strategy
- all staff will have read this policy and therefore have an understanding of what bullying is
- all staff will know about and follow this policy
- all our children and young people and their parents should be aware of what to do if bullying occurs
- there should be no "hierarchy" of bullying – all forms of bullying should be taken equally seriously.

Objectives

Preventing bullying

The most effective way of preventing bullying is to create effective environments in which:

- the contribution of all children and young people are valued
- all children and young people can feel secure and are able to contribute appropriately



- stereotypical views are always challenged, and children and young people learn to appreciate and view positively differences in others whether arising from race, culture, gender, sexuality, ability or disability
- children and young people learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment are challenged
- children are supported to develop their social and emotional skills

What is Bullying?

Bullying is an action which is **sustained, targeted** and **on purpose (STOP)**, an **action** taken by one or more children with the **deliberate intention** of hurting another child, either physically or emotionally. It can range from ostracising, name calling, teasing, threats and extortion to physical assault on persons and or their property. One off or occasional incident are wrong but do not constitute bullying.

The Lincolnshire Children's Services Anti Bullying Strategy defines bullying as:

Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally

Bullying can take place between individuals or groups; face to face, indirectly or using a range of cyber bullying methods, the recognised categories are:

Direct physical bullying:

Hitting, kicking, pushing, taking or hiding/damaging belongings including money

Direct verbal bullying:

Name calling, teasing, insulting, using verbal threats

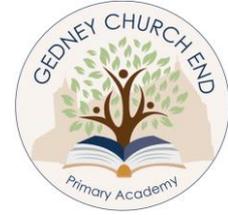
Indirect bullying

Looks, social exclusion, spreading rumours, gossiping, and graffiti.

Cyber bullying is a more recent problem that has come about through the increased use of mobile phones and the Internet. It can be an extension of face to face bullying, with technology providing the person who bullies with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; and the perceived anonymity. It may also involve the misuse of associated technology such as cameras and video facilities.

Cyber Bullying can be defined as: *The use of Information and Communication Technology (ICT), particularly mobile phones and the Internet, deliberately to upset someone*

Why are children bullied?



Children and Young People are bullied for a variety of reasons; vulnerable groups are particularly at risk of bullying.

Specific types of bullying include bullying related to:

- Race, religion or culture.
- Special Educational Needs (SEN) or disabilities.
- Appearance or health conditions.
- Sexual orientation.
- Young carers or looked-after children or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

Further information about specific bullying follows on pages 5-6.

Signs, Symptoms & Effects

Children and young people who are being bullied may show changes in behaviour, such as:

- Becoming shy and nervous
- Feigning illness
- Taking unusual absences
- Clinging to adults

All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

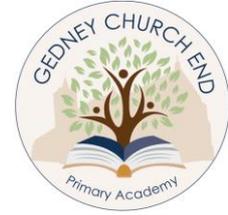
Effects can be

- Changes in work patterns
- Lacking concentration
- General unexplained behaviour.

Reporting

Clear and well publicised systems for reporting bullying are in place for all, this includes those who are the target of bullying or who have witnessed bullying behaviour (bystanders).

Pupils



Any child who is being bullied, is upset or has concerns either for themselves or another child is encouraged to:

- Talk to an adult at the time so that the issue can be dealt with immediately
- Raise the issue through class circle time or discussion
- Talk to any adult in school at any time
- Inform adults through the worry boxes

Parents / carers

Parents who are concerned that their child might be bullied or who suspect that their child may be perpetrator of bullying should contact their child's class teacher immediately.

Parents have a responsibility to support the schools anti bullying policy to actively encourage their child to be positive member of school.

All staff and volunteers

Support staff in school should report incidents to class teachers and record the same on 'bullying incident' forms.

Class teachers should report all incidents to the Headteacher or Senior Teachers.

Volunteers in school should report any concerns to the class teacher they are working with.

Responding

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident should be dealt with immediately where appropriate by the member of staff who has been approached.
- A clear account of the incident must be recorded on the bullying incident form
- Class teachers must be informed in the case of a member of the support staff being made aware of the incident
- Headteacher or Senior Teachers must be informed
- Parents will be kept informed by the Headteacher or Senior Teachers
- The child carrying out the bullying will have the required sanction taken against them. (Sanctions may include loss of playtime or withdrawal from favoured activities) Punitive measures will be used as appropriate and in consultation with all parties concerned
- The headteacher maintains a log of all bullying incidents
- The police should be notified if appropriate



Children who have been bullied will be supported by:

- Offering an opportunity to discuss the experience with a member of staff who listens and takes the situation seriously
- Reassuring the child
- Offering continuous tailored support as appropriate
- Restoring self-esteem and confidence

Children and young people who have displayed bullying behaviour will be helped by:

- Discussing what happened
- Discovering why they became involved
- Establishing the wrong doing and their need to change and identify available support
- Informing and supporting parents or carers to help change the child or young person's attitude
- Maintaining ongoing communication with parents or carers

When all other responses have been exhausted the following disciplinary steps can be taken:

- Official warnings to cease offending
- The required sanction taken against them (Sanctions may include loss of playtime or withdrawal from privileges)
- Exclusion from certain areas of premises
- Internal exclusion
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion
- Police involvement

Evaluation and Review

The policy should be reviewed annually to assess the effectiveness of its implementation through discussion with all stakeholders. The policy will be promoted and implemented throughout the year.

This policy is regularly monitored by the head teacher who reports to governors about the effectiveness of the policy on request. This anti bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the schools records and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.



Further information about specific types of bullying

Bullying related to race, religion or culture

Some surveys and focus groups have found that a high proportion of bullied children and young people have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility which BME children, children of different faiths and traveller children can experience in a number of situations.

Bullying related to special educational needs (SEN) and disabilities

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with SEN and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence, and the robust friendship bonds that can protect against bullying. All schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability, and that it is specifically covered in anti-bullying policies.

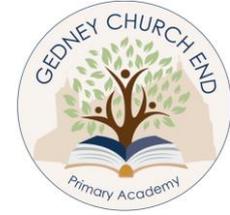
Where children and young people with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as apply to the rest of the school community, having made the reasonable adjustments necessary.

Bullying related to appearance or health conditions

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues, can result in bullying, and obvious signs of affluence (or lack of it) can also be exploited ruthlessly with severe consequences.

Bullying related to sexual orientation

Evidence of homophobic bullying suggests that children and young people who are gay or lesbian (or perceived to be) face a higher risk of victimisation than their peers.



Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The child or young person may not want to report bullying if it means 'coming out' to teachers, parents or their peers before they are ready to. Children and young people can also be targeted due to family members identifying as lesbian or gay.

Bullying of young carers or looked-after children, or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance-misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies.

Some pupils are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement, or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subjects of bullying by association.

Sexist, sexual and transphobic bullying

Sexist and sexual bullying affects both genders. Boys may be victims as well as girls, and both sexes may be victims of their own sex. Sexual bullying may be characterised by name-calling, comments and overt 'looks' about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

Children and Young people identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or who do not conform with the gender role prescribed to them) can be targeted by bullies; this can be confused with homophobia in some cases. Children and young people can also be targeted due to family members identifying as transgender.

Cyber bullying

Cyber bullying is a 'method' of bullying, rather than a 'type' of bullying. It includes bullying via text message, via instant-messenger services and social network sites, via email, and via images or videos posted on the Internet or spread via mobile phone. It



can take the form of any of the previously discussed types of bullying, i.e. technology can be used to bully for reasons of race, religion, sexuality, disability, etc.

Though the evidence base is narrow, UK studies indicate that around 20 per cent of children and young people have suffered cyber bullying. Prolonged campaigns of harassment can occur. There is some evidence of a strong transition in cyber bullying: those who have been bullied can go on to do the bullying themselves.