

**King Edward Primary and
Nursery School
Anti-Bullying Policy
Reviewed: January 2023
Next Review: September 2024**

Approving body	Strategic governors
Date approved	Jan 2023
Supersedes	June 2021
Consultation undertaken	✓
Complies with Equality Act	✓
Supporting policies	Behaviour policy, Safeguarding policy, PSHE policy, Equalities Policy, Prejudiced-Related Incidents, E-safety and Acceptable Use Policy, Confidentiality Policy, PSHE policy, Complaints Policy.
Review date	September 2024
Lead person	Sue Bridges
Signed	

Anti-Bullying Policy

King Edward Primary School and Nursery

Anti-Bullying Policy

King Edward Primary School and Nursery wants to be recognised as a school at the heart of the community, providing an inclusive, safe, caring and stimulating environment in which to learn.

Aims of the Policy

At King Edward's we believe that children should learn in a supportive, caring and safe environment without fear of being bullied. We also believe that children should be taught to value everyone in our school and the community.

We would expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations, including the Equalities Act 2010, and role within the local community supporting parents and working with other agencies where appropriate.

Bullying can cause great distress and it is essential that adults and children know what to do if it occurs.



do

The main aims of the policy are:

- To ensure that children know what bullying is and know what to do when it occurs;
- To describe the systems the school has for dealing with bullying;
- To have strategies in place to support victims and bullies;
- To ensure that parents know who to approach if they are worried that their child is being bullied.
- To keep clear records of any incidents to enable the school to learn from incidents
- To ensure the school has strategies to prevent bullying

Policy Development

This policy was formulated in consultation with the local authority antibullying coordinator, staff and governors. Parents and carers have contributed by taking part in a consultation in Parent Champions meeting in the past.

Children and young people will be encouraged to contribute through class and school council.

The policy is available from the school office, on the school website and available in the school welcome pack.

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 Claire Middleton

- Safeguarding is the responsibility of all, 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: - Jo Creak and Sophie Walker

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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 is: Sharon Bailey and Kerry Berry

The anti-bullying co-ordinator for Nottinghamshire has provided guidance documentation which we have used to review this policy.

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. [ABA & Our Work | Anti-Bullying Alliance](#)

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. and incidents happen and are recorded regularly

What does bullying look like? 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 in to 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

Child on Child Abuse

This can include but is not limited to: -

- Bullying including cyberbullying

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

(See child on child 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 child on child 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.

Bullying behaviour can be

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumors, 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.

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 transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability

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- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

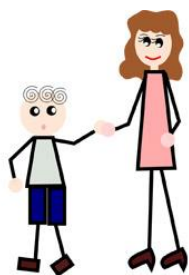
These are called 'protected characteristics'.

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 disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- young carers
- looked after children
- bullying related to home circumstances
- bullying related to appearance or health

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. We have a designated lead for young carers and looked after children who will liaise with staff and children to ensure that they are supported and know where to go for help.



Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist 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. This may also be used to taunt young people who are different in some way 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.

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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 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 e-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 which are shared through posters, regular reminders in class and assembly. This includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders) who are encouraged to report incidents.

Children here remember what bullying is and what to do if they are bullied under the acronym: STOP.

S	Several	S	Start
T	Times	T	Telling
O	On	O	Other
P	Purpose	P	People

Ways to Report Bullying

At King Edwards listening to our children is very important to staff and we have implemented a range of strategies for children to get help and support from staff and from other children. These include:

- **Class Teacher or Any Adult.** Children should report any incidents of bullying to their class teacher or any adult immediately. This is initial incident is reported on CPOMS. Any lunch time incidents are to be reported to the office, who report on CPOMS plus inform the class teacher.
- **Smile Team.** The Smile Team are a group of children that have been trained to help deal with problems on the playground. Any incidents that they deal with are recorded in a file and if they notice that one child is in the file a lot then they report it to the nominated teacher. These children will wear a badge and have their pictures around school.

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If a child reports to you, as a parent/carer, that they are being bullied please come into school and report it to their class teacher. If your concerns continue then request to speak to the one of senior leaders.

When it is reported that a child is being bullied (either by themselves or someone else) then action will be taken promptly and firmly. The allegation will be thoroughly investigated by the member of staff to whom it has been reported, or where judged necessary, by a Senior Leader. Both victim and alleged bully will be interviewed separately and a record of the incident completed and filed. Where children have completed a written record of events these can be attached to the notes taken. The bully will be informed that such behaviour is unacceptable and be made aware of the consequences of their actions (in line with the behaviour policy).

Allegations of bullying outside the school hours or school premises will also be investigated. We see it as vital to work with the parents/carers of those concerned in these instances especially with instances of cyber bullying.

- Responses may also vary according to the type of bullying and may involve other agencies where appropriate
- A range of responses and support appropriate to the situation - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, 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.
- Using the EHAF (Education Health Assessment Framework) process where appropriate to involve other agencies who may be able to support.

Steps for dealing with Bullying (in line with the behaviour policy)

- STEP 1 – talk/ warning (report on CPOMS)
- STEP 2 – break time missed
- STEP 3 – parents informed if not already, TGI, break and Lunch time missed
- STEP 4 – work in another class (if appropriate to the bullying)
- STEP 5 – isolation
- STEP 6 – set places on the playground allowed / not allowed
- STEP 7 - exclusion

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at King Edward School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.



- Involvement in Talking Points including Anti-bullying unit.
- Anti-Bullying week annually in November.
- PSHE/Citizenship lessons and cross curriculum themes.
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- Student voice, school council

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- Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
- Participation in the All Together Programme to ensure our school is up to date with our policies and procedures. We have a silver Award.
- Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Counselling and/or Mediation schemes
 - Small group work
- Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
- Support for parents/carers
 - Parent groups
 - Parent information events/information
- Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

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 (CPOMS)

Information stored in school 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 Friday staff briefings.

The physical incidents logs will be scrutinised half termly to check for any recurring victims. The head teacher will also check bullying incident records half termly for the impact of follow up actions. Both will have Monitoring Summary Reports completed and reported to governors termly.

This information will be presented to the governors as part of the annual report.
(A summary sheet is attached)

The policy will be reviewed and updated every year.

Useful organisations

Anti-bullying Alliance (ABA) - [Anti-Bullying Alliance | United against bullying](#)

Brings together more than 65 Organisation's with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – www.mencap.org

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Stonewall – www.stonewall.org.uk

[The lesbian, gay and bisexual charity](#)

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisation's affected by homophobia. The website gives guidance, contact details and a free phone helpline.

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School's Out – www.schools-out.org.uk

Beatbullying – www.beatbullying.org.uk

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

References Documents and Related Policy/Guidance

National Documents

Safe to Learn- DCSF Guidelines

Embedding anti-bullying work in schools – DCSF-00656-2007

Homophobic bullying – DCSF – 00668-2007

Cyberbullying – DCSF – 00658-2007

Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008

Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue -

www.education.gov.uk/publications

(All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website)

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response