Anti-Bullying Policy

RHODES AVENUE PRIMARY SCHOOL

Approved by:	Full Governing Body	**Date:**	Autumn 2024
Last reviewed on:	Summer 2023		
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Anti-Bullying
Policy
Autumn 2024

Context

Rhodes Avenue Primary School (hereafter referred to as the school) recognises its legal responsibilitiesfor preventing and tackling bullying defined in:

- Section 89 of *the Education and Inspections Act* (2006);
- *The Equality Act* (2010);
- *The Education Act* (2002);
- *Anti-Cyber Bullying Act (2015).*

The school follows the advice outlined in the Department of Education's (DfE) guidance:

- "*Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing bodies*" (October2014);
- Kidscape's *Anti-bullying Procedures Checklist*.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff will follow the school's safeguarding procedures. Even where safeguarding is not considered to be an issue, the school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which hascontributed to a child engaging in bullying.

Teachers have the power to discipline pupils for misbehaving outside the school premises 'to such an extent as is reasonable'. This can be related to any bullying incidents occurring anywhere off the school premises, such as on public transport or outside the local shops. Where bullying outside school is reportedto school staff, it should be investigated and acted on.

Although bullying in itself is not a specific criminal offence in the UK, on a procedural basis it is importantto note that some types of harassing or threatening behaviour – or communications – could be a criminaloffence. If the school feels that an offence may have been committed they will seek assistance from the police.

In line with the Equality Act 2010 the school will endeavour to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited bythe Act;
- advance equality of opportunity between people who share a protected characteristic and peoplewho do not share it;
- foster good relations between people who share a protected characteristic and people who do notshare it.

At Rhodes Avenue School we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kindis unacceptable and will not be tolerated in our school.

Aims

We aim to:

- maintain an ethos of respect for all, which discourages bullying and unpleasant behaviour towards other pupils and provide curriculum opportunities so that pupils recognise all types ofbullying;
- treat any reports of bullying seriously and investigate them carefully;
- deal with incidents in a prompt, proactive and sensitive way to avoid increasing any distress feltby bullied pupils;
- work closely with parents to help to deal with any incidents which arise;
- promote a culture where children tell someone when they, or someone else, are bullied; to regularly review, monitor and implement a clear anti-bullying policy that is understood by staff, pupils and parents/carers and is consistently applied.

A Definition of Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated;
- intended to hurt someone either physically or emotionally;
- often aimed at certain groups (because of race, religion, gender or sexual orientation).

Bullying can be:

Emotional and Physical

BullyingCyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content. Cyber-bullying may include (but not limited to):

- excluding a child from online games, activities or friendship groups;
- sending threatening, upsetting or abusive messages;
- creating and sharing embarrassing or malicious images or videos;
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or onlinegames;
- voting for or against someone in an abusive poll;
- setting up hate sites or groups about a particular child;
- creating fake accounts, hijacking or stealing online identities to embarrass a young person orcause trouble using their name.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including but not limited to:

- Looked After Children
- Children having caring responsibilities

- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health
- Children affected by key world events
- Protected characteristics

Signs and symptoms:

- change of friendship groups; lack of friends;
- being reluctant to go to school;
- withdrawn/sudden lack of confidence; depression;
- truancy;
- unexplained injuries;
- aggressive, disruptive or unreasonable behaviour; problems sleeping or bed wetting;
- being distressed or anxious;
- changes in appearance;
- changes in performance and/or behaviour at school.

<u>Child-on-Child Abuse</u>

- All members of staff at Rhodes Avenue Primary recognise that children can abuse their peers. This canhappen both in and out of school and online. We believe that no form of abuse can be tolerated. All victims will be taken seriously, offered reassurance and appropriate support, regardless of when and/or where the abuse has taken place and assured that they are not creating a problem. Staff mustbe mindful that their response could impact on another child coming forward in future.
- All staff should understand the following aspects of child-on-child abuse and be clear about theschool's approach:
    - that even if there are no reports in their schools it does not mean it is not happening, it may bethe case that it is just not being reported. As such it is important if staff have **any** concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).
    - the importance of challenging inappropriate behaviour between peers, many of which are listedbelow, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children acceptingit as normal and not coming forward to report it.
    - that some child-on-child abuse issues may be affected by gender, age, ability and culture ofthose involved.
    - that children may not find it easy to tell staff and a reminder that children can show signs inways they hope adults will notice and react.
- In line with KCSIE 2022 the school recognises that child-on-child abuse is likely to include, but maynot be limited to:
    - bullying (including cyberbullying, prejudice-based and discriminatory bullying)
    - sexual violence
    - sexual harassment
    - upskirting
    - consensual and non-consensual sharing of nudes and semi-nude images and or videos (alsoknown as sexting or youth produced sexual imagery);
- KCSIE 2022 Paragraph 35 fully details the types and forms of child-on-child abuse can take.

SeeAppendix 5 of this policy.

- When responding to concerns relating to child on child sexual violence or harassment, Rhodes AvenuePrimary will follow the procedures set out in the school's Child-on-Child Abuse policy This follows the guidance outlined in KCSIE 2022 Paragraph 35.

Rhodes Avenue Primary recognises consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery) as a safeguarding issue;all concerns must be reported to and dealt with by the DSL (or deputy). Rhodes Avenue will follow its protocol which follows the following advice.

DfE Searching Screening and Confiscation Advice (updated July 2022) and UKCIS Education Group Sharing nudes and semi-nudes advice for education settings.

Early Intervention and Prevention

The school believes that its response to bullying does just not start at the point at which a child is bullied, but also at the prevention stage through teaching the Spiritual, Moral, Social and Moral (SMSC) curriculum ('Ourselves and Others') which provides educators opportunities to discuss the differences and similarities between people that arise from a range of factors including: family, cultural, ethnic, racial, religious diversity, age, gender identity, disability and special educational needs and by challenging stereotypes and teaching pupils that prejudice based language is unacceptable reduces anti-social and bullying behaviours. Anti-bullying assemblies and participation in E-safety and Anti-Bullying Weeks further reinforce the message that anti-social behaviour is not acceptable.

Additionally, the SMSC curriculum ('Ourselves and Others') aims to cultivate self-esteem, social skills andthe emotional development of the school's pupils. Designated senior leaders – Headteacher, Deputy Head, Assistant Head, the Safeguarding and Computing Leaders – have responsibility for managing bullying incidents (including cyber-bullying) and pupils are regularly reminded who to contact if they become aware of, or suspect that bullying is taking place.

Planned curriculum opportunities (Computing and SMSC curriculum – 'Ourselves and Others') on the responsible use of technology are key to preventing the frequency of cyber-bullying incidents and supporting children to deal confidently with inappropriate contact and to know the reporting procedures.

The school's E-safety Policy outlines the rules that pupils must agree to follow in order to use computersin school.

Annual staff professional development on e-learning and technology provides opportunities for them to develop their own practice and to support children in their safe and responsible use of computing.

Communicating with parents so that they feel confident that the school will take any complaint aboutbullying seriously and resolve the issues in a way that protects the child is a priority. The school has dialogue with parents to ensure that they are clear that the school does not tolerate bullying and areaware of the procedures to follow if they believe that their child is being bullied.

Strategies

When promoting anti-bullying the school will use a variety of strategies which suit the situation and the children involved and will include some of the following; to

- create an inclusive and safe environment where pupils can openly discuss the causes of theirbullying without fear of further bullying or discrimination;
- Involve pupils so that they understand the school's approach and that they are clear about thepart they can play to prevent bullying, including when they find themselves as bystanders;
- ensure that staff, pupils, parents and carers are aware of and engaged with the Anti-

BullyingPolicy and procedures (how and who to report incidents to);
- make clear to parents/carers their responsibility to support the school when imposing sanctions iftheir child is responsible for bullying;
- ensure Anti-Bullying Policy freely available to the school community;
- have simple reporting procedures so that pupils feel assured that they will be listened to andincidents will be acted on (refer to School Procedure below);
- draw on the experience and expertise of anti-bullying organisations;
- provide effective staff and governor training so that they understand their legal responsibilities regarding bullying and understand the needs of pupils, including those with special educational needs and or disability (SEND);
- implement appropriate sanctions in line with the School's Anti-Bullying Procedure (below) and theBehaviour Policy that are clear to all stakeholders which reflect the seriousness of the incident asboth a sanction and a deterrent to others;
- log all incidents of concern;
- adopt a no-blame approach to encourage all children to talk about events; involve other children in supporting the child who feels threatened;
- impose, if necessary, fixed term exclusions for those who are bullying others.

Counteractive Measures and Advice

We advise children to:

- ☐ tell someone they trust;
- ☐ always tell someone if they see or know about bullying;
- ☐ be assertive and be proud of who they are;
- ☐ talk to the school's designated leader;
- ☐ name 5 adults in school that they can trust and talk to (Gimme 5).

We advise parents to:

- ☐ watch for signs of distress (for example, an unwillingness to come to school);
- ☐ encourage their children to talk about it, but be patient as she or he may be
- ☐ distressed;
  inform the school immediately if they think their child is being bullied and ask for a meeting with their child's class teacher;
- ☐ not approach the suspected bully or their parents or carers;
- ☐ not encourage their child to hit back;
- ☐ seek further information and guidance from support agencies.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

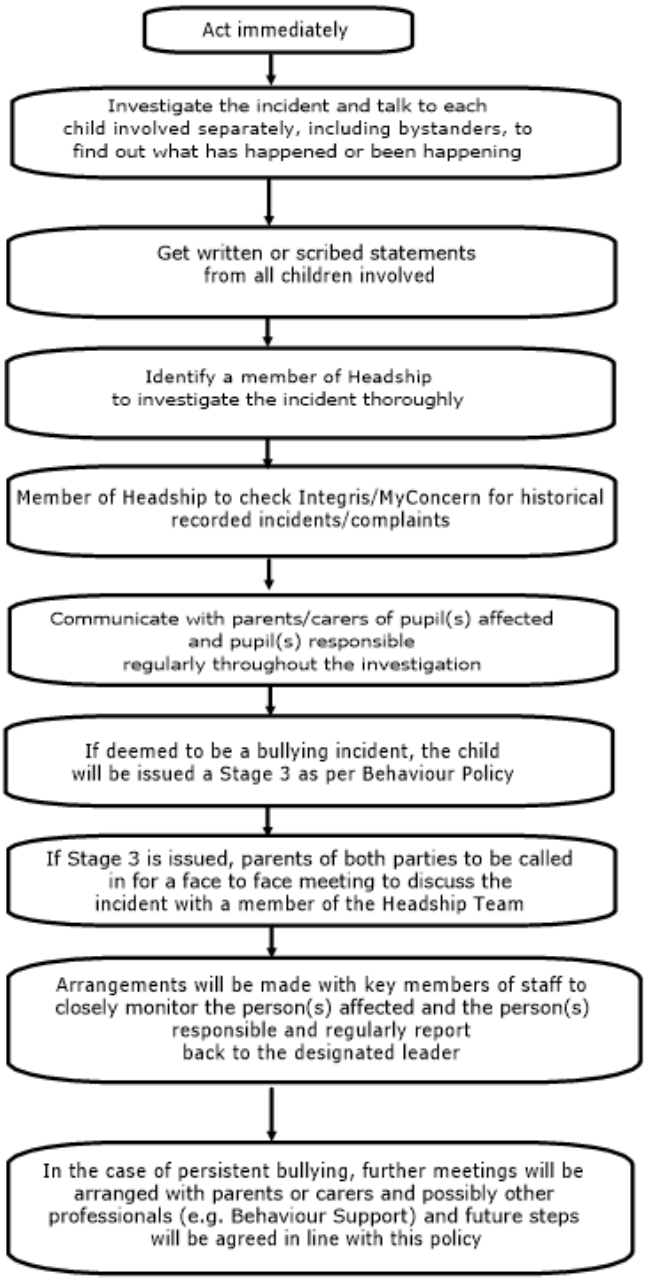
School Procedure

Parents / carers concerned about alleged bullying in the school should, in the first instance, report their concerns to the class teacher. In any case of alleged bullying, staff should first establish the facts,and build an accurate picture of events over time, through speaking to the alleged pupil(s) responsible, pupil(s) affected, as well as checking Integris/MyConcern for any historical incidents or complaints. The

class teacher will then identify a member of the Headship Team to investigate the incident thoroughly.

Incidents of bullying are dealt with by co-operating with the parents or carers of the victim and the bully. Both sides will be offered positive advice and support, which will reflect the specific circumstances of individual incidents.

Procedure for identifying and responding to bullying allegations within school:



Monitoring

The Headteacher and the senior leadership team will conduct an annual review of all serious incidents, which would include an investigation into any recurring patterns, it will analyse the school's procedure, and also the actions and response to any incidents of bullying. As part of the annual Pupil Questionnaire,there is a specific cyber-bulling question and the results of this survey are analysed by the Communication Committee and an action plan is framed to support pupil feedback.

Equalities

Rhodes Avenue will ensure that it complies with its duties under the Equality Act 2010 and has due regard to the need to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the abovementioned Act.

Associated Polices

The following policies provide guidance on matters which may relate to bullying and should be read in conjunction with these policies.

- Behaviour for Learning
- Foundation Subjects, including PSHE and SMSC;
- Sex and Relationships;
- Looked After Children;
- Exclusion of Pupils;
- Equity, Diversity and Inclusion;
- E-Safety;
- Safeguarding;
- Complaints;
- Home School Agreement.

Procedures for policy monitoring and dissemination

All members of staff and governors will receive a copy of this policy. Copies are available to parents onthe school website. This Policy has been approved by the Governing Body and the School Leadership Team and it will be reviewed in line with the curriculum policy schedule.

We welcome feedback from all members of the school community and we will use data provided by staff, families, pupils and governors to review and update this policy.

Staff responsible:	Headteacher Deputy Headteacher Assistant Headteacher The EDI CommitteeClass teachers

Appendix 1

The Anti-Cyberbullying

CodeAlways respect

others

Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send. What you think is a joke may really hurtsomeone else. Alwaysask permission before you take a photo of someone. If you receive a rude or nasty message or picture about someone else, do not forward it. You could be assisting a bully, and even be accused of cyberbullying yourself. You could also be breaking the law.

Think before you send

It is important to think before you send any images or text about yourself or someone else by email or mobilephone, or before you post information on a website. Remember that what you send can be madepublic very quickly and could stay online forever. Do you really want your teacher or future employer tosee that photo?

Treat your password like your toothbrush

Don't let *anyone* know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help stop people hacking into your account andpretending to be you. Remember to only give your mobile number or personal website address to trusted friends.

Block the Bully

Most responsible websites and services allow you to block or report someone who is behaving badly. Makeuse of these features, they are there for a reason!

Don't retaliate or reply!

Replying to bullying messages, particularly in anger, is just what the bully wants.

Save the evidence

Learn how to keep records of offending messages, pictures or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobilephone company, or even the police, to investigate the cyberbullying.

Make sure you tell

You have a right not to be harassed and bullied online. Tell your school. Your teacher or a school leader(OSL-Online Safety Lead) at your school can support you and can discipline the person bullying you.

Don't just stand there – if you see cyberbullying going on, support the victim and report them bullying.Howwould you feel if no-one stood up for you?

Appendix 2

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" https://www.gov.uk/government/publications/preventing-and-tackling- bullying
- DfE: "No health without mental health": https://www.gov.uk/government/publications/no-health-without-mental-health- a-cross-government-outcomes-strategy
- 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.net

Cyberbullying

- Childnet International: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGB

- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Racism and Hate

- 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
- Show Racism the Red Card: https://www.theredcard.org/