

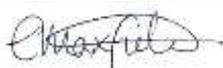
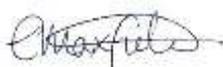
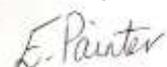


17/03/2022

Anti-bullying and Harassment Policy

Aims and Procedures

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
17.03.23	1	Emily Maxfield	LAB	
March 24	2	Emily Maxfield	LAB	
March 25	3	Eirian Painter	LAB	
Next due: March 26				

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This policy relates to:

- Behaviour Policy
- Child Protection and Safeguarding Policy

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1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

The welfare and safeguarding of our children is paramount in all we do at Red Oaks Primary School.

At Red Oaks Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying must be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Red Oaks Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Designated Safeguarding Lead – Becky Taylor.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils.

We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Red Oaks Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games – deliberately harmful
- Bullying usually happens when the relationship is imbalanced.
- Bullying is usually on-going – repeated, often over a period of time

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 2017)

Types of Bullying- Cyberbullying, Prejudice-based and Discriminatory Bullying

Cyber-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.

Racist Bullying

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

Homophobic Bullying

Homophobic bullying is when people behave or speak in a way which makes someone feel bullied because of their actual or perceived sexuality.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- 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 bullied because of their actual or perceived sexuality.

Recognising is not the same as accepting and, as a school community, we are fully committed to eradicating bullying of any individual or group.

1.2. Other Linked Policies

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our Online Safety Policy, our School Code of Conduct and the School's Vision, Aims and Values.

2. Policy Statement

2.1 Policy Terms

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through class and group discussions, assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. Online Safety is an important part of the Curriculum and information for parents is

included in newsletters and on the School's website. Online Safety workshops are held to raise parents' awareness of cyber-bullying.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

Staff Awareness

All staff are made aware of procedures for responding to, and dealing with, bullying and peer on peer abuse through our staff induction programme, the child protection and safeguarding policy and through reading Keeping Children Safe in Education 2024.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied. This is a key aspect of our school approach as we are aware that children can feel anxious about reporting bullying, especially if it is directed at them. It is essential that any incident that may constitute bullying is reported at the first instance so that further incidents can be avoided or so that any patterns can be identified.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Signs and Symptoms

A pupil may indicate by signs or behaviour that he or she is being bullied, these include if the pupil:

- is frightened of walking to or from their school
- doesn't want to go into vulnerable areas of the school e.g. toilets
- is unwilling to go to school
- becomes withdrawn, anxious, or lacking
- changes their behaviours

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

The School's Response to Bullying

All pupils and parents are encouraged to report any incident which may be considered to be bullying as soon as they are concerned. The earlier school staff are aware, the more effective the measures can be.

All allegations of bullying will be dealt with by a member of the senior or middle leadership team as they are the members of staff who have access to any historical records.

It is recognised that bullying can be a response to, or a cause of mental health problems in children. Staff are strongly encouraged to refer to mental health and

behaviour in schools' guidance when deciding on the most appropriate course of action in response to incidents of bullying.

All staff are aware that children can abuse other children (often referred to as peer-on-peer abuse). Bullying is one form of peer on peer abuse. It can happen both inside and outside of school and online.

~~Staff are trained to recognise the indicators and signs of peer on peer abuse, know how to identify it and respond to reports.~~

~~Indicators might be sudden changes of behaviour, becoming more withdrawn, becoming less motivated to complete school work to the usual standard, changes in friendship groups, being reluctant to come into school in the morning, significant changes in eating habits.~~

As a school, we acknowledge that even if there are no reports in our school it does not mean it is not happening. It may be the case that it is just not being reported. As such it is important that anti-bullying processes have a high profile within the school environment and that reports of bullying are encouraged and handled in a supportive manner.

Staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, 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 accepting it as normal and not coming forward to report it.

Sexual Harassment

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

All staff working with children at Red Oaks are advised to maintain an attitude of 'it could happen here'. All incidents that may be seen as sexual harassment are reported to a member of the senior leadership team and will be recorded on CPOMs.

Inappropriate behaviour (even if it appears to be relatively innocuous) is always addressed as it can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor will a victim ever be made to feel ashamed for making a report.

Where examples of sexual harassment have been indicated, risk assessments may be put in place to prevent further incidents and ensure that support is in place for the victim as well as education for the perpetrator.

How Will We Investigate?

Following any allegation of bullying, a senior member of staff will talk to the victim and the alleged perpetrator.

It is important to develop a full picture of the situation and so, for this purpose, other children may be asked to discuss how they view the situation. Staff are aware of friendships and loyalties and will take this into account when investigating.

It may be appropriate for the victim or the perpetrator to have a parent or familiar adult with them while they are spoken to. Written records of conversations will be kept and saved securely on CPOMs.

Follow up

The senior leader who has been assigned the case will discuss with other senior leaders before deciding on a course of action.

The most successful course of action is often restorative justice. In many cases, the perpetrator is not fully aware of the impact that they are having and often, listening to their victim explain this can lead to significant changes in behaviour. This process is supervised and overseen by a trained member of staff.

It is recognised that not all victims will feel comfortable with this course of action and they will never be forced to face the perpetrator if they feel fearful of doing so.

Victims, perpetrators and parents of both will be informed when consequences have been issued. It may not always be appropriate to discuss the nature of the consequence as this may be personal to individual pupils. However, it is important for the victim to know that their report has been taken seriously and that the perpetrator has been subject to a consequence or a sanction.

Both victim and perpetrator are reminded that any repercussions following the allegation will be taken very seriously indeed and that any form of blame must not be directed at the victim. This will result in further consequences or sanctions.

The senior leader who has been allocated the case will follow up with both the victim and their parents at regular intervals following the allegation to check whether the situation has changed for the better or worse.

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

3 Appendices

3.1 Guidance and Procedures

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed [here](#).

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Restorative Justice Council: Includes best practice guidance for practitioners 2011. 17

Cyber-bullying and Online Safety

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. Website specifically includes new cyberbullying guidance and a practical PSHE toolkit for schools.

Digizen: provides online safety information for educators, parents, carers and young people.

Internet Matters: provides help to keep children safe in the digital world.

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

The UK Council for Child Internet Safety (UKCCIS) has produced a range of resources for schools, colleges and parents about how to keep children safe online, this includes advice for schools and colleges on responding to incidents of 'sexting.'

LGBT

Barnardos: through its LGBTQ Hub, offers guidance to young people, parents and teachers on how to support LGBT students and tackle LGBT prejudice-based bullying

EACH: (Educational Action Challenging Homophobia): provides a national freephone

Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia.

Metro Charity: an equality and diversity charity, providing health, community and youth services across London, the South East, national and international projects. Metro works with anyone experiencing issues related to gender, sexuality, diversity or identity

Proud Trust: helps young people empower themselves to make a positive change for themselves and their communities through youth groups, peer support, delivering of training and events, campaigns, undertaking research and creating resources.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGB equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers.

SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference.

Cyberbullying and children and young people with SEN and disabilities: Advice provided by the Anti-Bullying Alliance on developing effective anti-bullying practice.

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.
18 Information, Advice and Support Service Network:

Every Local area has an information, advice and support service, providing information, advice and support to disabled children and young people, and those with SEN, and their parents.

Mental Health

[NSPCC](#) - Mental health advice for parents

[Lift Swindon](#) - A Swindon service which offers various types of support for a range of different issues including anxiety and low self-esteem

[Mind](#) - A mental health charity offering advice and support for anyone experiencing a mental health problem

[Mental Health.org](#) - The Mental health Foundation's A-Z of Mental Health

[NHS](#) - a list of mental health charities, organisations and support groups offering expert advice

[Relate](#) - counselling and advice service for families

[Counselling Directory](#) - directory of counsellors offering support for families

[Citizens Advice Bureau](#) - Comprehensive generalist advice to help people with a wide range of problems including benefits, debt and money, employment, housing,

immigration, consumer, relationships, discrimination, law and rights, healthcare, education and much more. There is also a full advice service over the telephone 08082 787813 (Calls to this number are free)

[Money Helper](#) - Impartial money and pensions guidance, backed by the UK Government and free to use. There is also a helpline you can call on 0800 1387777

[Swindon and Gloucestershire Mind](#) - 01793 432031

[Samaritans](#) - Tel: free confidential listening service 116 123

[NHS Choices: moodzone](#) - Helps manage stress, anxiety, depression.

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing>

[CALM Campaign against living miserably](#) - Information and help around mental health particularly focussing on men

[Live Well Swindon Hub](#) - Offering information, signposting and support to help you make the most of your health and wellbeing

Race, Religion and Nationality

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation.

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Tell MAMA: Measuring Anti-Muslim Attacks (MAMA) allows people from across England to report any form of Anti-Muslim abuse, MAMA can also refer victims for support through partner agencies.

Anti-Muslim Hatred Working Group: Independent members of this group are representatives from the Muslim community and will assist and advice on all relevant issues.

Sexual Harassment and Sexual Bullying

Ending Violence Against Women and Girls (EVAW): A Guide for Schools. This guide from the End Violence Against Women Coalition sets out the different forms of abuse to support education staff to understand violence and abuse of girls, warning signs to look for, and how to get your whole school working towards preventing abuse.

Disrespect No Body: a Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom.

Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying.