Benedict Biscop CE Academy

ANTI-BULLYING POLICY

Review Date: Spring 2025
Next Review Due: Spring 2027
Person in Charge: Headteacher Mrs Armstrong
Governance: Chair of Governors Mr Petrie

School mission:

The school will aim to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith and promotes Christian values through the experience it offers to all its pupils.

School vision:

'With God all things are possible'

Our vision for education is deeply Christian, and rooted in theology [Matthew 19 V26]. Our vision 'With God all things are possible' speaks powerfully into the heart of all we do. At Benedict Biscop 'With God all things are possible' is our way of expressing our role in the classroom, the staffroom, the yard and our wider community. We seek through our Christian ethos to ensure all things are possible as:

• We educate our children through our curriculum, our practice and policies – giving them the skills, knowledge and understanding that will prepare them for life.

• We seek to give hope and aspiration to children, staff and parents. Giving both ambition and coping mechanisms for when things don't always go as intended, in the knowledge of a God who loves them.

• We see and encourage all to see each other as made in the image of God, but unique with children, staff and families valuing one another as God's children.

• We serve our community in school and beyond, by building relationships just as God lives in community as the Holy Trinity. We are most in God's image when we live in community, and that is how we encourage each other to flourish.

School Council (Rights Knights) would like to highlight Article 19 regarding Children's Rights:

"Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents or anyone who looks after them."

Benedict Biscop Academy believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011

This policy has been written in accordance with guidance, including, but not limited to:

- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'

This policy operates in conjunction with the following school policies:
- Behaviour Policy
- Safeguarding and Child Protection Policy

A Definition of Bullying

"A pupil is being bullied, or picked on, when another pupil or group of pupils say nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no-one ever talks to them and things like that.

When bullying is identified these things may happen frequently and it may be difficult for the pupil being bullied to defend himself or herself. It is also bullying when a pupil is teased repeatedly in a nasty way.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying."

Benedict Biscop's definition of Bullying was devised by the School Council (Rights Knights) through a process of negotiation within classes. This statement is shared with the children:

"Someone is being bullied when one person or a group of people repeatedly set out to offend someone or to hurt another person physically or psychologically."

We use the acronym 'STOP': Several Times On Purpose. It is important for school, pupils and parents/carers to use the term appropriately to describe this behaviour that occurs 'several times on purpose' (STOP).

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

• Pupils with SEND.
• Pupils who are looked after or previously looked after.
• Pupils suffering from a health problem.
• Pupils with caring responsibilities.

Types of Bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Emotional bullying: Being unfriendly, excluding, tormenting and threatening gestures

Physical Bullying: Pushing, kicking, hitting, punching or any use of violence

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues

Generative artificial intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard. Benedict Biscop CE Academy recognises that AI has many uses to help pupils learn, but may also have the **potential** to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. Benedict Biscop CE Academy will treat any use of AI to bully pupils in line with our anti-bullying policy.

Aims of policy

- to provide a secure, safe environment for pupils
- to develop a culture where bullying will not be tolerated and all staff and pupils feel safe
- to promote firm action against all forms of bullying
- to provide clearly defined procedures for dealing with inappropriate behaviour
- to encourage a listening, caring environment where the concerns of each individual are valued

Roles and Responsibilities

The governing board is responsible for:
- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Headteacher is responsible for:
- Reviewing and amending this policy, accounting for new legislation and government guidance, and using
- staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a record of all reported incidents, including which type of bullying has occurred, to allow for properanalysis of the data collected.
- Arranging appropriate training for staff members.

Teachers are responsible for:
- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups ⭕ Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents are responsible for:

Children may make disclosures to parents at home or parents may notice changes in behaviour that are not evident in school. Parents should feel confident that they can come into school with their concerns and speak to either the class teacher or the Headteacher. Your concern will be taken seriously and appropriate action will follow.

If you feel a child has bullied your child, please do not approach that child in the playground or out of school. Please inform school immediately. It is important that you do not advise your child to fight back or to repeat the bullies' behaviour. This will only make the situation worse. Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.

- Informing their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

A Restorative Practice approach is taken toward all incidents when managing behaviour. This is to further support the identification of bullying and encourage pupils to take greater responsibility for their actions by understanding the impact of their behaviour on other pupils.

We also aim to prevent bullying behaviour by:

- Promoting an ethos where the act of bullying is seen as totally unacceptable behaviour;
- Imparting respect for one another in all our relationships and understanding how the other party feels;
- Setting out our expectations about the way pupils should behave towards each other;
- Making children fully aware of the range of sanctions that we are prepared to bring against pupils who deliberately refuse to keep to the agreed code of behaviour;

Raising awareness of bullying through:

- Implementation of the curriculum, (e.g. Personal Development lessons, Computing lessons linked to online safety, Class Novels)
- Discussions and stories in worship
- Use of Room to Talk to support development and understanding and of relationships
- Drama to help children understand the effects of bullying
- Managing carefully those occasions and places where bullying is more likely to happen
- Class charters being devised annually in September giving clear codes of behaviour for all children – regularly liked to the UNCRC and further supporting the rights resecting approach
- Addressed throughout the year and as part of anti-bullying and online safety weeks/ events
- Encouraging a positive relationship between school and home so that parents/carers are encouraged to discuss and share problems;
- Tackling speedily and sensitively with victim and perpetrator any incidents that might escalate into bullying.
- Clear representation around school of Rights, Rules, Rewards, Consequences, negotiated by children and Staff
- Providing regular opportunities for Rights Knights to discuss with Governors and feedback to children re: bullying in school
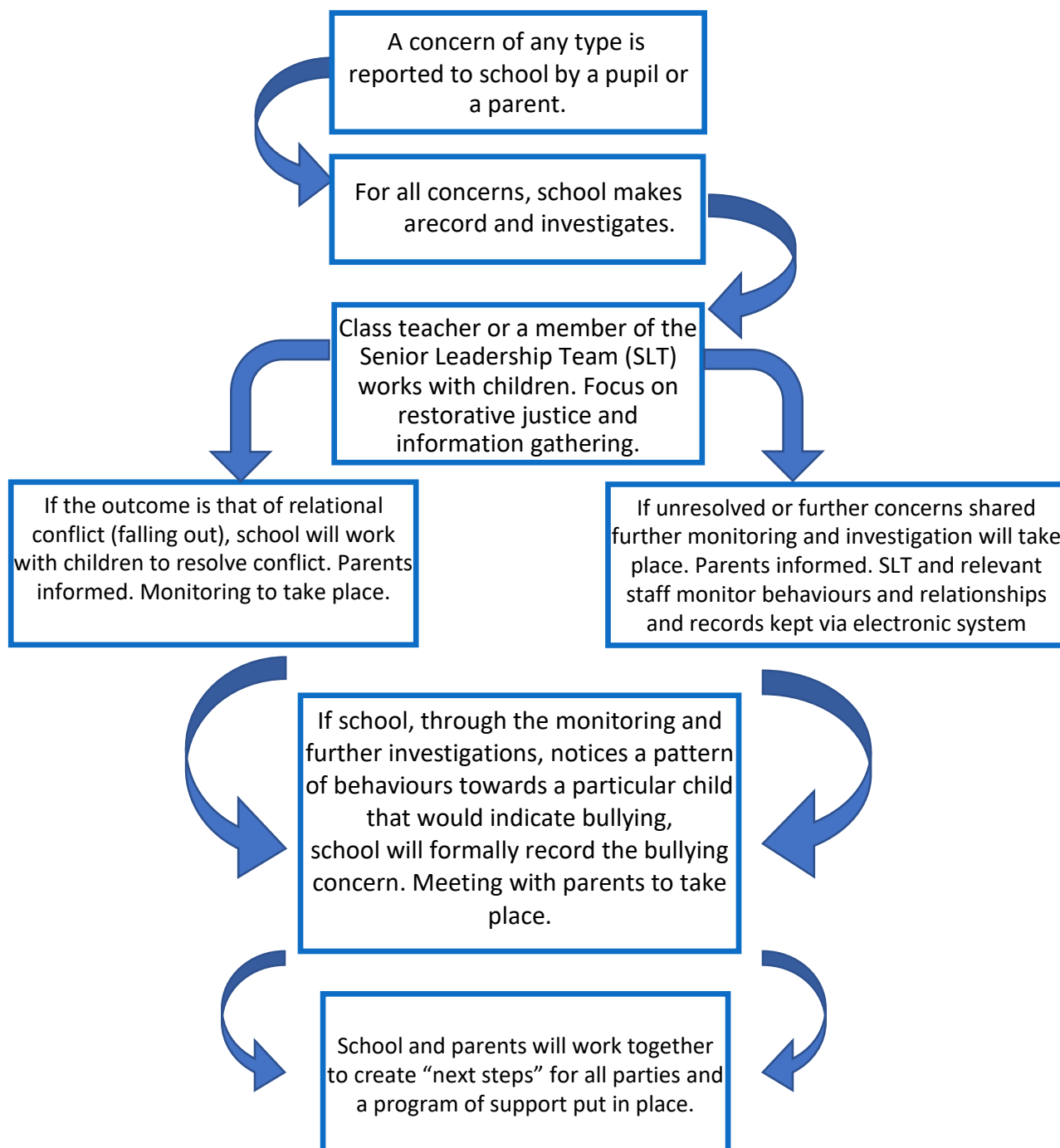
Ensuring staff are informed through:

- Providing Professional Development for all staff e.g., Restorative Practice,
- Ensure communication channels are open re. pupils, all staff
- Ensure all staff are aware of any particular 'situation' to be monitored
- Professional development of staff around recording and monitoring of situations including use of CPOMS
- Review &/or revise break/lunch time arrangements re. supervision as necessary

Ensure communication with families through:

- Providing opportunities for parents/carers to speak to staff regarding bullying concerns e.g. a school staff member and 'meets and greets' pupils and parents each morning on the school yard; parents/carers can make an appointment to speak to class teacher; parents/carers are invited to comment on bullying in the school annually through a parent questionnaire.
- Any parent commenting on bullying through the questionnaire will be contacted by the Headteacher for further discussion if the questionnaire is not anonymous
- Home School Agreement – signed contract between pupils, parents/carers and school clearly identifying expected conduct opportunities for parents/carers to attend workshops sessions on cyber bullying

If an allegation of bullying is made: (taken from children's policy)

A concern of any type is reported to school by a pupil or a parent.

For all concerns, school makes arecord and investigates.

Class teacher or a member of the Senior Leadership Team (SLT) works with children. Focus on restorative justice and information gathering.

If the outcome is that of relational conflict (falling out), school will work with children to resolve conflict. Parents informed. Monitoring to take place.

If unresolved or further concerns shared further monitoring and investigation will take place. Parents informed. SLT and relevant staff monitor behaviours and relationships and records kept via electronic system

If school, through the monitoring and further investigations, notices a pattern of behaviours towards a particular child that would indicate bullying, school will formally record the bullying concern. Meeting with parents to take place.

School and parents will work together to create "next steps" for all parties and a program of support put in place.

When dealing with incidents of bullying:

- The member of staff who is first approached &/or observe an incident must deal with situation immediately
- & seeks advice from other staff (class teacher, Assistant Headteacher, Deputy Headteacher, Headteacher) if required
- Health and Safety of pupils and staff is immediate priority when first dealing with incidents
- Incidents are to be treated fairly with an open mind during initial discussion
- All incidents to be reported - as above, at end of break/lunch time &/or close of day recorded on class
- behaviour sheets /CPOMS and Designated Safeguarding Lead, Assistant Headteacher and Headteacher informed

The following information must be recorded:

- child/children bullied
- child/children who are bullying
- nature of incident i.e. verbal, physical
- brief outline of incident
- action taken if parents/carers informed*

N.B. Individual records should be based upon fact and not speculation.

Please make sure details are placed on both children's files.

* The decision to inform parents/carers should be taken after discussion with Headteacher and/or Deputy Headteacher and/or Assistant Headteacher, as appropriate

Consequences for bullying:
Should an incident of bullying occur then one or more of the following steps will be put in action:

- Discussion with victim and perpetrator separately to establish the details of the incidents;
- Discussion with any other pupils or school staff as necessary to establish events;
- Inform parents/carers as necessary
- Offer counselling or follow up work for both victim and perpetrator;
- When dealing with an incident the consequence for the perpetrator should be clear alongside a detailed discussion of the consequence of their actions. It should reflect the severity of the incident. A consequence(s) for the perpetrator is at the discretion of the school and may include e.g. first verbal warning, second verbal warning, missed supervised playtimes, withdrawal of privileges, temporary

withdrawal from activity/classroom, clubs and school representation, behaviour meeting with Deputy Headteacher or Assistant headteacher, behaviour meeting with headteacher, meeting and review meetin with parent, restorative conference with all parties and parents/carers

- No parents/carers are involved in the consequence decision making process.
- Apology expected from the perpetrator to the victim, in line with our school values
- Information regarding the problem to be passed to any appropriate parties Involvement of any outside agencies necessary, for example, Educational Psychologist; in extreme cases, disciplinary procedures as set out in this policy involving reference to the Pupil Disciplinary Committee of the Governing Body.

Special Education Needs

Children with specific needs may be particularly vulnerable to bullying activities. Staff should be vigilant for any changes in their behaviour and should provide regular opportunities for them to discuss any worries they might have. Once more, circle time discussions can provide opportunity for children to share the responsibility of looking after one another. In some cases, the case history of children may result in them exhibiting tendencies towards bullying behaviour. Where this is the case support should be provided for both the bully and the victim and opportunities sought to break the cycle. Where some children have experienced significant bullying at home this can appear to be an accepted way to behave. This does not excuse bullying behaviour but can help explain its origins.

Equal Opportunities

It should be noted that there is no one 'stereotypical bully'. Bullies can come in all shapes and sizes and most people at some stage will have been involved in a bullying incident. It is important that staff keep an open mind when dealing with allegations and should be clear of their evidence. However, there may also be times where children have to be given the benefit of the doubt, both for and against the bully where insufficient proof is available.