



Anti-bullying Policy

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This policy has been written with reference to the DFE advice "Preventing and Tackling Bullying (2017)".

Principles and Values

As a school, we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is, and follow this policy when bullying is reported. All pupils and parents should know what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to

- All teaching and support staff
- School governors

The policy will also be available on the school web-site for parents and visitors to read. This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies. It reflects the content of the North Lincolnshire anti-bullying strategy which can be found on the North Lincolnshire website

<https://www.northlincs.gov.uk/people-health-and-care/preventing-and-tackling-bullying/>

It also takes into account the DfE statutory guidance 'Keeping Children Safe in Education' (2020).

The anti-bullying policy takes its place within the general aims and ethos of the school. It has close links to the Child Protection, Behaviour, Disability, Equality and Diversity policy incorporating accessibility, ICT and PSHE policies.

Brigg Primary School's definition of bullying:

What is Bullying?:

The Anti-Bullying Alliance defines bullying as:

- Emotionally harmful behaviours such as taunting, spreading hurtful rumours and excluding people from groups
- Physically harmful behaviours such as kicking, hitting, pushing or other forms of physical abuse.

Bullying can take many forms (for instance, cyber-bullying via text message or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.

Peer on peer abuse occurs when a young person is exploited, bullied and /or harmed by their peers who are the same or similar age. This can relate to various types of abuse (not just sexual abuse and exploitation). Peer influence or peer pressure is a major factor in decisions made by young people to join groups / gangs.

Children and young people have told us; they consider it bullying if:

- It is repetitive, wilful, persistent
- It is intentionally harmful carried out by an individual or group.
- There is an imbalance of power, leaving the person who is bullied feeling defenceless.



What is bullying?

Bullying is where:

Definition of bullying

Bullying is defined as follows:

*The **repeated actions** or threats of action directed toward a person by one or more people who have or are perceived to have **more power or status** than their target in order to **cause fear, distress or harm**. Bullying can be physical, verbal, psychological or any combination of these three.*

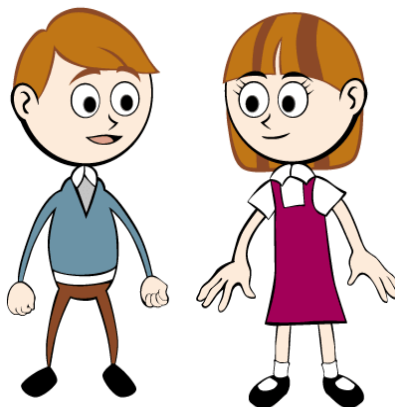
Bullying can take a number of forms, but some of the main types are:

Bullying is deliberately hurtful behaviour.

Bullying makes it difficult for those being bullied to defend themselves.

Bullying is repeated often over a period of time.

Bullying can be hitting, kicking or taking someone's belongings.



Bullying can be spreading nasty stories about someone or leaving someone out.

Bullying can take place anywhere, in schools, in the home or in the community.

Bullying can be name calling and making insulting or racist remarks.

What is not bullying?

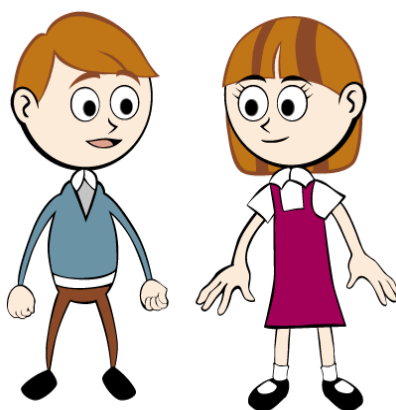
Bullying is not where:

It is important to distinguish bullying from other unkind, mean and harmful behaviour. Calling someone a name or pushing someone once, being rude or having an argument with someone is not bullying. Of course, these behaviours should be addressed but may have different consequences and interventions, which is why the distinction is critical. To be defined as bullying, all three components must be present: (1) repeated actions or threats, (2) a power imbalance and (3) intention to cause harm.

Conflict that got out of hand. Activities that all parties have consented to and enjoyed and which got out of hand or gave rise to parental concern.

Teasing/banter between friends without intention to cause hurt.

Falling out between friends after a quarrel, disagreement or misunderstanding.



It is the first hurtful incident between children.

Children (and sometimes adults) will often identify any aggressive behaviour as bullying. Although such behaviours are a source of concern and need attention, it is important to separate them from bullying. Such acts may include: isolated acts of aggression, unkind comments, arguments, exclusion from a game, teasing. It is when such acts become ongoing and intentionally hurtful that they become acts of bullying.

What types of bullying are there?

Bullying can take a number of forms, but some of the main types are:

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, teasing)
- Non-Verbal (staring, body language, gestures, posturing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse) Mobile threats by text messaging and calls. Misuse of associated technology ie: camera and video facilities including those on mobile phones.
- Indirect (excluding, ostracising, rumours and stories, notes, rude gestures or faces)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)
- Children who are lesbian, gay, bisexual or transsexual (LGBT) can be targeted by their peers. In some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Disability Intolerance (name calling, exclusion, talking over or for a person, mimicking, physical overpowering e.g. moving wheelchair users, laughing at a difficulty)

People can be bullied because they are, or perceived to be, different. Behaviour such as the common use of discriminatory or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour.

It is often motivated by prejudice against particular groups or because of characteristics or features which the person under attack cannot change. These problems will still be taken seriously and where appropriate, dealt with immediately under the behaviour policy.



Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyberbullying, like all bullying, should be taken very seriously. It is never acceptable, and a range of Education Acts and government guidance outline schools' duties and powers in relation to bullying.

The Education Act 2011 amended the power in the Education Act 1996 to provide 'that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so unless staff member has reasonable ground to suspect that the device contains evidence in relation to an offence. The device must be given to the police as soon as reasonably possible. This power applies to all schools and there is no need for parental consent to search through a young person's mobile phone.

Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. The police will be contacted if it appears that the law has been broken.

Cyberbullying takes different forms: threats and intimidation; harassment or "cyber-stalking" (e.g. repeatedly sending unwanted texts or instant messages); vilification/ defamation; exclusion or peer rejection; impersonation; unauthorised publication of private information or images and manipulation.

Some cyberbullying is clearly deliberate and aggressive, but it is important to recognise that some incidents of cyberbullying are known to be unintentional and the result of simply not thinking about the consequences. What may be sent as a joke, may not be received as one, and indeed the distance that technology allows in communication means the sender may not see the impact of the message on the receiver. There is also less opportunity for either party to resolve any misunderstanding or to feel empathy. It is important that pupils are made aware of the effects of their actions.



On-line Sexual Harassment

On-line sexual harassment can be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos.
- Unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats.

Social media is very likely to play a central role in the fall out from any incident or alleged incident. There is a high likelihood that friends from either side could harass each other's peers.

This behaviour outside school can make it particularly difficult for schools to challenge. However, through effective whole school approaches Brigg Primary strives to reduce cyber bullying and other bullying behaviour within our community.

Bullying which occurs outside school premises

School Staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspection 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 member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against the pupil.

If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the discipline sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance a school trip.

Who is bullied?

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

Passive victims: anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything, to defend themselves.

Provocative victims: physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

Bullies:

The term bully is certainly more complex than stereotypes imply, as are their victims.

- Confident bullies: physically strong enjoy aggression; feel secure.
- Average popularity anxious bullies; weak academically; poor concentration.
- Less popular.
- Less secure bully/victim.
- Bullies in some situations; bullied in others; very unpopular.
- People bully for different reasons.

The reasons could be:

To feel powerful; jealousy; to feel good about themselves; to be in control because they want something (attention; possession or friends); to look good in

front of other people; to feel popular; because of peer pressure; to be big/clever; for fun; because they are being bullied themselves; because they see and pick on an easy target (small, won't tell anyone; lonely or different in some way).

Racist bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. As required under the Race Relations (Amendment) Act 2000, Brigg Primary has a Race Equality Policy, to actively promote race equality and to record and report racial incidents. Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.



Bullying of children from faith communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word 'gay' as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Homophobic language is always challenged immediately and repeated incidents reported and logged.

Gender bullying (Sexual harassment)

Sexual harassment or bullying by gender is not common at Brigg Primary. However, we recognise that gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. (See the PSHE policy).

Bullying due to ability, disability or SEN Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'victims'. This behaviour may need to be addressed as a behaviour target on an Individual Behaviour Plan and shared with parents. (See the SEND policy)

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person is frightened of walking to or from school or changes route; begs to be driven to school; changes their usual routine; is unwilling to go to school; becomes withdrawn, anxious or lacking in confidence; becomes aggressive; abusive; disruptive or unreasonable; starts stammering; threatens or attempts suicide; threatens or attempts self-harm; threatens or attempts to run away; cries themselves to sleep at night or has nightmares; feels ill in the morning ; performance in school work begins to drop; comes home with clothes torn; property damaged or 'missing'; asks for money or starts stealing money; has unexplained cuts or bruises; comes home 'starving' ; bullying others; changes in eating habits; is frightened to say what is wrong; afraid to use the internet or mobile phone; nervous or jumpy when a cyber-message is received; gives improbable excuses for their behaviour.



How can we prevent bullying at Brigg Primary?

At Brigg Primary, we will foster a clear understanding that bullying, in any form, is not acceptable.

This can be done by:

- Developing an effective anti-bullying policy and practice
- Home/school agreement
- Parent survey, pupil survey
- Identification of trusted adults
- The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement
- Regular praise of positive and supportive behaviour by all staff
- Clear consistent rewards and sanctions (see behaviour policy)
- Work in school which develops empathy and emotional intelligence (PSHE)
- 3D PSHE

- Mental health assemblies
- Assemblies about bullying e.g. anti-bullying week - cyber bullying week
- Anti-bullying posters
- Worry box and Forest Family box
- Participation of nurture support
- Any incidents treated seriously and dealt with immediately. (Behaviour policy)
- Buddy system
- Feeling safe group
- School council
- Playground Friendship bench
- Daily lunchtime Forest Family Nurture
- Forest Family intervention
- Restorative Practice
- Bullying incidents logged
- Staff training



What happens about bullying at our school?

All bullying is treated seriously.

The member of staff who you tell will talk to you, the bully or bullies and other children who saw what happened.

All bullying is recorded on our in house system and is then reported to the Local Authority and Governors.

The following steps will be taken:

1. The bully will be TOLD TO STOP and that bullying is not acceptable. They will lose their playtime so that school can be made safe for you.
2. If the bully does it again they will lose privileges.
3. Their parents will be told.
4. The bullies' parents will have to come to school.

We recognise that most parents/carers will find it hard to deal with the situation they are faced with when their child is involved in a bullying incident, sometimes even more so when their child is identified as a bully. Through working together, we aim to help the parents to manage their feelings and find effective strategies at home and school to stop the bullying behaviour.

Here are some strategies you can use to help you solve bullying



Do the High 5.....

What is High 5?

It is an effective strategy to develop problem-solving strategies for our students.

A whole school approach that can stop bullying.

It is a five step problem solving strategy that can be used in the playground to help if you think you are being bullied.

Reporting:

You should attempt to problem solve yourself first.

Unsuccessful after doing High 5 steps see a teacher, your special person or another adult.

If you're being bullied,

Remember it's not your fault!

1. Talk friendly

- Use a calm voice
- Maintain eye contact
- Confident body language
- Maintain relatively close body proximity
- Use I statements 'I feel...When you...Because.....'

2. Talk firmly

- As above in Talk friendly
- Use an assertive voice, slightly raised
- Tell them to stop it
- Re-state your 'I' statement. E.g. 'I said...
- State the consequences of continued bullying

3. Ignore

- Pretend you didn't hear it
- Do not make eye contact
- Maintain positive body posture (calm, confident)
- Think positive self-esteem statements
- Count to five in your head slowly
- Take deep breaths
- Use role play to show what ignoring looks like, sounds like and may feel like

4. Walk away

- Stand tall. Head up high
- Mouth closed
- Look confident
- Do not use eye contact

5. Report

- Walk away and tell a staff member
- Go to a safety zone
- Bystanders support and report
- Report, report, report until somebody listens

Advice for parents/carers

Often the first indication that a child is being bullied is when a parent or carer contacts the school to express a concern. Such concerns will always be investigated immediately and many can be quickly resolved. However, establishing facts can sometimes take a long time, and may not always be possible. In such cases, the situation will be recorded and monitored. Positive actions are needed, as negative actions may drive the problem to be hidden for a longer time. If in doubt, contact the school. Telling a child to hit back will usually escalate the problem. The school will deal with each situation in the most effective way for the individuals concerned. This may not always be apparent to all parties concerned, as punishment alone cannot solve the problems. Also, the school will only discuss particular pupils with their own parents or carers. It is important for parents/carers not to take matters into their own hands. Rushing to confront the parents of a child who may be bullying or the child he/she can lead to serious arguments or even allegations of assault. If a parent/carers is not satisfied with the way the school has dealt with the bullying, they should in the first instance arrange a meeting with the Headteacher. If the matter is still unresolved, they may contact the Chair of Governors in writing.



Appendix 1: Checklist for Managing a Bullying Incident

The following is a suggested checklist to support adults when managing a bullying incident. The second page lists points to consider when completing an interview with both parties.

Students named in incident:

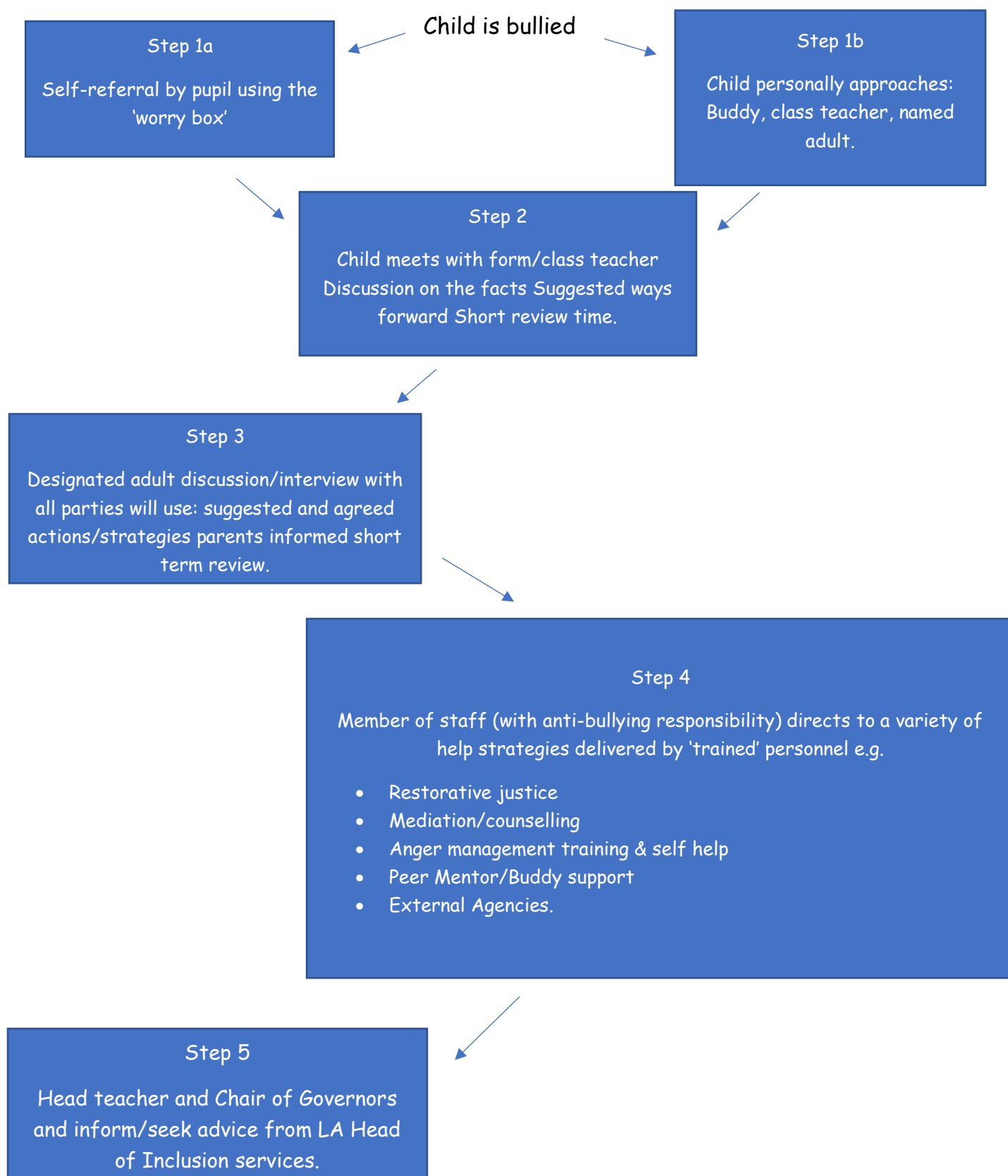
Date:

Checklist	✓ and date when complete
Young person tells you that s/he is being bullied or the incident is observed.	
Report to the anti-bullying school lead.	
Record incident following anti-bullying policy.	
Ensure that an appropriate adult meets with the target of the bullying. Follow interview guidance and record.	
Listen to other young people who may have observed the incident. Follow interview guidance and record.	
Ensure that an appropriate adult meets with the young person alleged to be responsible. Follow interview guidance and record.	
If there is evidence or admission of bullying, issue appropriate consequences following anti-bullying policy and behaviour policy. If using restorative approaches provide opportunities for young person to reflect and consider how they may make amends.	
Consider whether the impact of bullying is severe enough to warrant this being a safeguarding issue. If appropriate refer to designated safeguarding lead.	
If no bullying has taken place, or there is insufficient evidence, consider what further action is needed to reassure and meet the needs of those concerned.	
Inform the target of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	
Inform the young person responsible of outcomes and actions taken. Keep them informed throughout. Provide on-going support.	

Contact the parent/carers of the target of the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Contact the parent/carers of the young person responsible for the bullying. Inform them of the incident and offer appropriate support. Keep them informed throughout.	
Where a criminal offence has been committed, consider reporting the incident to the police or inform parents of the target that they may want to do so.	
Consider what additional input is required in terms of: proactive work to address prejudice or promote diversity, work with class/year group/school, assemblies, individual work with students, group work with students involved, referral to outside agencies.	
Monitor the situation and review with all parties to ensure the bullying has stopped.	
Review how successful your approach has been. What additional preventative measures need to be in place?	

APPENDIX 2: RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP



Appendix 3: 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" and "Supporting children and young people who are bullied: Advice for schools" November 2014
<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 Anti-bullying Ambassador 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
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- 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](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
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

Sexual Violence and Harassment

- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>