



Athersley North
Primary School

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Anti-Bullying Policy

Academic Year 2023-2024

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| Approved by: | <i>Elizabeth Iles</i> |
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Anti-Bullying Policy

1. Introduction

Bullying is intentional aggressive behaviour. It can take the form of physical or verbal harassment and involves an imbalance of power. Bullying can be destructive and harmful to lives of children and young people. It affects not only the victims but also the perpetrators and those who witness bullying behaviour but do not intervene or seek help.

The effects of bullying can lead to feelings of self-doubt, lack of confidence, low self-esteem, depression or even suicide. For any victim, bullying can have far reaching effects on their emotional well-being, social development, health and education and can have lifelong consequences.

School, working with The Barnsley Safeguarding Children Partnership, recognise the need to protect those who experience bullying and support children and young people who engage in bullying behaviours. The aim being to effectively implement robust anti bullying strategies in practice to minimise the longer term impact of negative influences and experiences that can engender this type of unacceptable behaviour e.g. domestic violence, hate crimes.

'Every child, young person and adult has the right to be treated with dignity and respect' (BSCP 2020)

Whatever form it takes bullying is deeply hurtful and damaging to the victim.

Such behaviour can severely affect a child's ability to learn effectively and the effect of harassment can remain with a person throughout their life.

2. Definition of Bullying Behaviours

There can be different forms of bullying and abuse:

Verbal: name-calling, insulting slurs and persistent teasing

Physical: hitting, kicking, spitting, taking belongings and threats of violence

Indirect: excluding, humiliation, spreading nasty rumours and ridicule

There are variations on the precise definition of bullying behaviours which can include verbal, physical, emotional and social abuse directed at a person or group. It can be carried out by an individual or a number of people against a victim or victims. The majority include at least some of the following key characteristics:

- Aggression causing feelings of distress, fear, loneliness or lack of confidence.
- Deliberately hurtful - intended to intimidate, insult, frighten, humiliate or exclude a person or group.
- Abuse of or imbalance of power (asymmetric conflict) which may not always be apparent
- Repetitive and persistent - although a one-off incident such as posting of an image or sending of a text that is then forwarded to a group can become repetitive and spiral into bullying behaviour.
- Difficult for victims to report it and defend themselves

We recognise that bullying can occur in any school.

We accept that it is part of the normal development of a child to argue and 'fallout' with his/her peers occasionally and this behaviour does not necessarily constitute bullying. The role of the class teacher is vital in determining whether an incident is of a bullying nature, as they know the children involved.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

It is **NOT** Bullying behaviour when:

"Children and young people of a similar age and size find themselves in conflict, disagreeing, arguing or even fighting, without imbalance of power or use of intimidation"

Examples include:

- Teasing between friends without intention to hurt
- Falling out after a quarrel
- Behaviour that all parties have consented to and enjoy (however this needs to be watched as coercion is subtle).

Conflict or disagreement between friends or peers whilst upsetting is not bullying behaviour. However, unresolved disagreements and failure to manage anger and resentment can escalate when one party constantly retaliates. In such circumstances a pattern of bullying behaviour can emerge if the conflict is not dealt with at an early stage.

Other areas of potential conflict that may arise include differences of opinion about what is considered bullying and what is not and different interpretations of specific incidents. In these cases all parties should attempt to arrive at a common understanding of the presenting issues and the adopted solution to resolve the problem.

What starts as bullying can turn into criminal behaviour e.g. some severe instances of bullying fall into the category of hate crime where prejudice is a key factor in determining the victim. In extreme cases of physical and psychological assault, e.g. threatening behaviour, sexual, homophobic or racial harassment, criminal damage and assault, cyber defamation – bullying behaviour becomes criminal and should be reported to the police.

Any incident of bullying will be treated seriously and dealt with as outlined in this Policy.

Athersley North Primary School reiterates its commitment to equality of opportunity for all and its opposition of all forms of bullying.

We believe and expect that everyone will be able to live, work, play and learn in our school community, in an environment that is free from fear and intimidation so that they can develop, learn

and grow in a safe environment and are able to make a positive contribution and achieve to the best of their ability.

3. Signs of bullying

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children will 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that staff watch out for the following indicators in the behaviour of victims of bullying.

The victim may:

- Be anxious or unwilling to come to school
- Be absent from school more than usual
- Be withdrawn
- Begin to stammer / appear nervous
- Abscond from school
- Cry at night or have nightmares
- Perform poorly at school
- Arrive home with damaged belongings or have possessions going missing
- Ask for money or steal money from home
- Appear to be losing money on a regular basis
- Have unexplained cuts and bruises
- Display changes in their behaviour e.g.; being more aggressive and bullying others
- Lose their appetite or complain of being hungry

Language

Bullying can be manifested in the attitudes of a school to non-standard dialects, accents and languages of ethnic minority communities. The school should be responsive to the issues of linguistic diversity and staff must be aware of the languages of their pupils. Our pupils should always feel that their languages are valued and respected.

4. Discouraging Bullying

The strongest means of addressing bullying and promoting equality of opportunity for all learners is the curriculum (both formal and hidden) and classroom interaction. The classroom and playground are the main areas where bullying attitudes are discussed and challenged.

Curriculum

"A broad and balanced curriculum which... promotes the spiritual, moral, cultural, mental and physical development of pupils at the School and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life".

The Vision and Mission statements and Aims of our school underpins the curriculum both formal and hidden.

Various National Curriculum documents further emphasise the importance of:

- treating all pupils as individuals with their own abilities, difficulties, attitudes, backgrounds and experiences
- providing equal access to the curriculum, challenging myths, stereotypes and misconceptions
- raising expectations and appreciating what has been achieved, valuing and respecting individuals

School Parliament have worked alongside Compass Mental Health Services to create an Anti-Bullying Pledge. Anti-Bullying week is a key focus across school in November each year; whole school and Key Stage assemblies reiterate the importance of key messages regarding bullying and there are systems in place for pupils to report any concerns.

A clear understanding of the four strands of Spiritual, Moral, Social and Cultural Development is developed in the Religious Education and Personal Social and Health Education (PSHE) curriculum (including Relationships and Sex Education) so that these areas can be successfully woven into the fabric of the curriculum. Healthy Spiritual, Moral, Social and Cultural Development are essential in discouraging bullying in all its manifestations.

Spiritual Development

Relates to the quest for individual identity, the search for meaning and purpose in life and life events which may be demanding or inspiring, and the establishment of a code of personal values by which to live.

Relationships and the understanding of self and others are at the heart of spiritual development. In addition to Religious Education and PSHE, this aspect of the curriculum can be nurtured in English and the Arts. In this school we have a strong strand of Relationships Education within our PSHE curriculum. Children who develop a positive individual identity and show the ability to make successful relationships are unlikely to bully.

Moral Development

Developing a knowledge and understanding of what is right and wrong is central to moral development. This is the basis for pupils developing the ability to make judgements about how to behave and to consider the behaviours of others in school and society generally.

The school endeavours to provide an effective curriculum for moral development via the Religious Education and PSHE curriculum and Behaviour Policy, thus enabling children to become increasingly responsible for their choices.

This includes developing the ability and insight to consider what issues lie behind behaviours and actions in school or society. The school's Behaviour Policy, with its emphasis on clear rules set by each class in discussion with the class teacher and on rewards and sanctions, is an important early introduction to issues of fairness for all and consequences for operating outside the accepted rule system.

Pupils are encouraged to develop a deeper understanding of the need for a common code and follow rules from conviction rather than because of consequences or sanctions. One of the mechanisms by which this is encouraged is the Home-School Agreement, which provides the opportunity for codes and rules to be discussed at home. Moral development is explored in Religious Education, PSHE, RSE, Science, History and Geography.

Social Development

Development in this area refers to the ability pupils gain which enables them to play a full part in society; firstly the society of the family, the class, the School and increasingly the wider community. Provision for social development from the early years endeavours to balance the positive and satisfying elements of belonging to a group or society with the demands and obligations such membership also requires.

The school, but in particular the classroom, provides a suitable environment for promoting social development. Pupils learn to lead, use their initiative, to use individual skills and strengths when working together towards a common goal. Equally, the ability to be led, to support others, to recognise the different skills of other group members can be developed when children work co-operatively. Social development is supported and promoted in Religious Education, PSHE, RSE, Physical Education and practical subjects such as Design Technology.

Cultural Development

Refers to an increasing understanding of systems of value, beliefs, knowledge, attitude and customs, which form the basis of identity and cohesion within societies and groups.

In order to make provision for cultural development existing knowledge, interests and experiences are strengthened and then built on to extend cultural knowledge and awareness. In this way, pupils gain a broader understanding of other cultures and cultural influences.

All areas of the curriculum can be used to develop cultural awareness but emphasis is most often given to the arts, music, dance, drama and art.

Ethos

Any bullying behaviour in and around school **must** be reported to the Head or a member of the Senior Leadership Team immediately using CPOMS to notify of any concerns. This will be investigated promptly.

The ethos and atmosphere should show the respect that is the entitlement of all persons entering the institution, irrespective of religion, colour, culture, origin, gender, physical disability or ability.

5. Procedure for dealing with incidents /accusations of bullying

As part of our duty of care staff will:

- Intervene to defuse situations that they witness first hand
- Fully investigate an accusation of bullying that they are made aware of at any time after an incident
- Record incidents on CPOMS for all children involved in incidents
- Inform SLT that an incident has occurred or has been reported
- Inform parents about incidents, how it has been investigated and the planned actions to prevent a reoccurrence of the behaviour (both the victim and perpetrator)
- Alert other members of staff who may come in contact with the pupils concerned;
- Monitor the behaviour and review planned actions;
- Ensure parents/carers are fully informed and communicate accordingly, until matters are resolved.

6. Strategies for investigating incidents:

- Gather information, wherever possible, get the perpetrators account of the incident first, then ask the victim to describe their account of the event filling in any differences or information missing in the perpetrators account.
- Involve bystanders/witnesses, if necessary, to get a clear picture of what has happened.
- Listen to all pupils involved.
- Encourage co-operation and positive actions.
- Decide upon appropriate actions/resolutions, using, wherever possible a restorative approach.
- If the problem is not resolved, try another intervention and if not already involved, involve SIO, member of the Senior Leadership Team and/or Head Teacher, contact outside agency for support.
- When dealing with incidents of online bullying, staff utilise, 'Challenging victim blaming language and behaviours when dealing with the online experiences of children and young people.'

7. Harassment by Members of Staff (All Staff)

Obviously, bullying behaviour is regarded by all as unprofessional and unacceptable. It is a disciplinary offence. Staff will lead by example.

Where a pupil/parent believes a member of staff has bullied him/her, the school's normal complaints, disciplinary or grievance procedures will be used as appropriate.

The following procedure will be followed:

- a) Incident reported to Head/member of the Senior Leadership Team
- b) The Head/member of the SLT will investigate within the school's disciplinary procedures i.e. interview the staff member, the pupil(s) concerned (with a parent or representative in support) and provide a written report and outcome to the parents of pupils involved and staff members.
- c) Where the parents or pupils are not satisfied, they will be able to make a formal complaint to the Governing Body. The Governing Body will seek LA advice in such a circumstance.

In a case where any other member of staff bullies any member of staff, the complaint should be dealt with using the school's disciplinary procedure.

In a case where a member of staff is bullied by parents, then the recommendation is that the member of staff seeks immediate advice and support from their professional body as well as reporting the incident to the LA.

Involving Parents, Governors and the Community

Parents, Governors and the Community should be aware of the school's policy on combating bullying.

Parents meetings will be used to stress the school's commitment to combating bullying.

The Governors will put the issue of bullying on the agenda for their Autumn Term Meeting.

Training

In-service training with a bullying awareness input is essential and will be accessed through LA and DfE courses and publications.

The Chair of Governors will co-ordinate Governor Training in bullying awareness.

This policy has been written in accordance with BARNSELY SAFEGUARDING CHILDREN PARTNERSHIP - ANTI-BULLYING STRATEGY 2020 - 2023

Appendix 1: Types of Bullying Behaviours

| Behaviour | Personal aspects | | Social aspects | Criminal |
|--|---|---|--|---|
| <p>Verbal bullying</p> <p>Deliberately intended to hurt, intimidate, frighten, harm or exclude or group</p> | <ul style="list-style-type: none"> name calling belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender nasty teasing hurting a person's feelings sexual harassment making personal threats | | <ul style="list-style-type: none"> alienating a person from their friends and social groups damaging a reputation excluding and not including in small or larger group activities spreading rumours using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group ostracising malicious gossiping | <ul style="list-style-type: none"> coercing people or daring them to do illegal acts inciting others to do dangerous things inciting hatred towards an individual or group base on faith, race, sexual orientation or towards those with special needs or disabilities sexual harassment and "sexting" threats about damaging a person, their family, friends or property, including inflicting physical harm intimidating telephone calls Taunting based on faith, race, special needs, disabilities or sexual orientation. |
| <p>Non-verbal bullying</p> <p>Deliberately intended to hurt, intimidate, harm, frighten or exclude a person or group</p> | <ul style="list-style-type: none"> intimidation through gesture hiding, stealing or damaging a personal belongings. dirty looks sending written threats | | <ul style="list-style-type: none"> setting someone up to take the blame publicly shunning someone – not speaking with or interacting with them | <ul style="list-style-type: none"> theft stalking |
| <p>Physical bullying</p> <ul style="list-style-type: none"> a direct physical attack on a person an indirect attack on property or belongings | <ul style="list-style-type: none"> beating biting choking kicking punching shaking slapping shoving urinating | <ul style="list-style-type: none"> tripping spitting hitting poking throwing ignoring groping or unwanted touching | <p>Social aspects of physical bullying include embarrassment and public humiliation</p> <p>Group bullying is when a child or young person is outnumbered or picked on in some of the following ways:</p> <ul style="list-style-type: none"> blocking the way forced to participate in initiation rites forced to do unwanted things in front of others having belongings destroyed, stolen and / or ridiculed demanding money | <ul style="list-style-type: none"> extortion with threats sexual abuse, sexual violence threatening with a weapon using a weapon to inflict harm (assault) physical assault stealing 'happy slapping' criminal damage |

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| <p>Technological Bullying</p> <p>The majority of verbal and non-verbal behaviours can be carried out using new forms of technology therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously and may have wide reach.</p> | <p>Sending threatening or intimidating comments via:</p> <ul style="list-style-type: none"> ● email ● text messages ● internet forums ● making malicious or prank phone calls ● instant messaging ● internet chat rooms ● personal websites ● creating web pages which aim to intimidate psychologically and / or physically threaten, or socially damage an individual or group | <ul style="list-style-type: none"> ● taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent to or shared with others ● setting up or contributing to online forums or websites, where users post malicious comments about a person or group ● Prolonged campaigns of harassment may occur aimed at both students and staff, ● Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator | <ul style="list-style-type: none"> ● Using any of these technological methods to threaten, intimidate or harass an individual or group. ● Flash mobbing at a designated place with malicious intent is a criminal offence. |
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Appendix 2 CATEGORIES OF BULLYING BEHAVIORS

Bullying related to race, religion or culture

This can be defined as “a range of hurtful behaviour, both physical and psychological that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status” Surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to be a factor in bullying and harassment. Research suggests that where Black and ethnic minority children experience bullying it is likely to be severe.

Bullying related to special educational needs (SEND) or disabilities

As stated above, children and young people with SEN and disabilities are at higher risk of bullying than their peers. Whether in mainstream or special schools such children do not always have the levels of social confidence and competence and robust friendship bonds that can protect against bullying.

Prejudice evident in primary years is resistant to change in secondary years. Schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and it is specifically covered in anti-bullying policies. Where children with SEN and disabilities are perpetrators schools should expect the same standards of behaviour and apply to the rest of the school community.

Although children with SEN and disabilities may suffer the common forms of bullying such as name calling they can also be subject to additional forms such as:

- Manipulative bullying where the perpetrator entices the victim to act in a certain way and do something they should not do when they might not be able to recognise that the action is wrong.
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sound.
- Conditional friendship where the victim is “allowed” to be in the friendship group only on certain conditions which are intended to get the victim into trouble, humiliate them or put them in danger.
- Persistent apparently “low level” bullying with no relief which eventually causes the victim to “snap”. This is common for children on the autistic spectrum who may become very angry when this occurs.
- A hierarchy, based on skills, can develop amongst children with disabilities of various kinds with bullying within the hierarchy.

- High levels of bullying are typical between children with emotional and behavioural difficulties as well as bullying of them by other children.
- Young people with disabilities report being bullied in the street, on the bus and in their neighbourhoods e.g. in shops or public places.

Bullying related to appearance or health conditions

Those with health or visible medical conditions such as facial disfigurement may be more likely to become targets for bullying behaviour. Perceived physical limitations such as size, weight or other body image issues can result in bullying. Obvious signs of affluence or lack of it can also be exploited.

Sexual, sexist and transphobic bullying

Sexual bullying includes behaviour where sexuality is used as a weapon by both genders. It can be carried out to a person's face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. It may be involve name calling, comments, overt looks about appearance or attractiveness, uninvited touching, innuendos, pornographic imagery, badges and clothing or inappropriate sexual material. In extreme forms it may lead to sexual assault or be linked to domestic violence. Transphobic bullying refers to someone thought to be transgender or gender dysphoric.

Homophobic bullying

This is bullying linked to sexual orientation. Young people who are, or who are perceived to be, lesbian, gay or bisexual face a higher risk of discrimination. It is the least likely to be self-reported since disclosure carries risks not associated with other forms of bullying.

Bullying of young carers or children in care or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers, undertaking practical emotional caring responsibilities face difficulties including ill health, stress and fatigue, especially when they provide care during the night. Children in care may be vulnerable to bullying as they are not living with their birth parents or have fallen behind with their studies.

Environmental and family influences

Young people may be heavily influenced by their communities or homes where bullying and abuse are common features. Bullying at school may arise from trauma or instability at home related to domestic violence. There is a clear link between bullying and domestic violence as both involve an imbalance of power.

Children in domestic abuse situations can model the perpetrator's behaviour and become bullies themselves. Bereavement or being part of a refugee family are other instability factors making a child more susceptible to bullying. Siblings of vulnerable children may be the subject of bullying by association.

Cyber bullying?

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress

- Silent or abusive phone calls
- Using the victim's phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

NB. The above list is not exhaustive, and cyberbullying may take other forms.

Preventing Cyber bullying

Understanding and discussion

- The Head teacher is responsible for overseeing the practices and procedures outlined in this policy and for monitoring its effectiveness.
- All members of staff will receive training on an annual basis on the signs of cyberbullying, in order to identify pupils who may be experiencing issues and intervene effectively.
- All staff will be helped to keep up to date with the technologies that children are using
- The pupils will be involved in developing and communicating a code of advice on protecting themselves from getting caught up in cyber bullying and on reporting cases they experience. They will have a voice through the School Parliament.
- Pupils will be educated about cyber bullying through a variety of means
- Pupils will sign an Acceptable Use Policy
- Parents will be provided with information and advice on cyber bullying via literature, talks, etc.
- Parents will be provided with information and advice on the legalities of contractual agreements with web companies and organisations
- Parents will be asked to sign an Acceptable Use Policy before their children are allowed to use the internet in school and will be asked to confirm that they have discussed its contents with their children
- Pupils, staff and parents will be involved in evaluating and improving policies and procedures
 - Parents will also be invited to attend annual training sessions in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.
 - During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.
 - Possible extensive scale and scope – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
 - The anytime and anywhere nature of cyberbullying – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
 - The person being bullied might not know who the perpetrator is – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
 - The perpetrator might not realise that their actions are bullying – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising

- The victim of the bullying may have evidence of what has happened – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator
- The school will support pupils who have been victims of cyberbullying by holding formal and informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.
- In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.