St Augustine's Catholic Primary & Nursery School, a Voluntary Academy

Anti – Bullying Policy

Headteacher:	Frances Moore
Date Adopted:	March 2022
Review Date:	September 2023

Anti - Bullying Policy

In relation to all types of bullying, including prejudice- related or racism based bullying

Context

At St Augustine's, we are an inclusive, caring, learning community who endeavour to use the gifts and talents given to us by God to our full potential to help others and to Shine in the Light of Christ. The life, example and teachings of Jesus Christ underpins everything we do and who we are. Anti-Bullying forms part of the school's duty of care and specifically in the headteacher's care, guidance & support role and she is the lead professional.

Introduction

St Augustine's aims to provide for each pupil an education within a caring Catholic environment. Concern for the individual child is at the heart of St Augustine's as we seek to develop the unique talents of each pupil in the traditions of the Catholic Faith. We are a well ordered community, with a happy learning environment, and our staff code of conduct, behaviour policy, equality policy and our rules are all designed to promote responsibility and mutual respect. As a consequence of our values we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximise their potential. We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents when they do arise, are dealt with promptly and well. The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

THE EQUALITY ACT 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.
The Duty requires public bodies to have due regard to the need to:
- eliminate 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
- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

DfE: "Preventing and tackling bullying : Advice for head teachers, staff and governing bodies " July 2017

What can you expect from St Augustine's:

Our success is founded on great team work - working together for the benefit of everyone. We are a large, lively and constantly evolving community, where all are welcome. We think it's a great place to live, work and grow. We are a community raised on high expectations of ourselves, and each other.

Policy Development

This policy was formulated in consultation with the whole school community with input from:
▪ Members of staff- (though regular agenda items at staff meetings, consultation documents, surveys)
▪ Governors – (discussions at governor meetings, training,)
▪ Parents/carers – (parents are encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups)
▪ Children and young people – (pupils contribute to the development of the policy through the school council, circle time/PSHE/SMSC discussions etc.
▪ Other partners including breakfast clubs and after school providers who also follow this policy

This policy is available at:
▪ Online at https://www.st-augustines.nottingham.sch.uk/
▪ In the school prospectus
▪ From the school office

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and the Senior Leadership Team (SLT) who will have general responsibility for handling the implementation of this policy.

The responsibilities of the SLT are:
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: Julie Welsh

PSHE /SMSC

We review our School Code of Conduct using collaborative work done by each class annually; and we use PSHE (Personal Social, Health Education) lessons and SMSC (Social, Moral, Spiritual and Cultural) curriculum; anti-bullying theme and assemblies to explore/challenge the issue of bullying on a very regular basis. We clearly state that at St Augustine's we will respect each other, and tell people when they hurt our feelings. This element is included to show how we must respect each other, and that no child should be scared to tell someone if they are being bullied, which will be tackled through our PSHE\Citizenship elements of the curriculum. Assemblies & specific PSHE lessons deal with issues such as being a 'bystander'.

Definition of bullying:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

An incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions/definitions of bullying.

This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be physical, verbal or emotional and includes:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Specific types of bullying include:
- Prejudice related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Behaviour often associated with bullying:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and

get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter
The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter
Friendly Banter- There's no intention to hurt and everyone knows its limits
Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
Malicious Banter- Done to humiliate a person-often in public

Cyber bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-
• Hacking into someone's accounts/sites
• Posting prejudice/hate messages
• Impersonating someone on line
• Public posting of images
• Exclusion
• Threats and manipulation
• Stalking

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Peer on Peer Abuse
This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting

- Initiation/hazing, violence and rituals

(See Peer on Peer Abuse Policy for full details)

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and/or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
- age
- being or becoming a trans person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin, including Gypsy, Roma, Traveller heritage
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include:

• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice related language:

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effect on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school: *'Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.* In addition: *The school's behaviour policy should set out what the school will do in response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school, including the punishments that will be imposed on pupils.'* **'Behaviour and discipline in schools; A guide for head teachers and school staff' DfE, 2016**.

Dealing with a bullying incident
Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)
Our procedures are organised into three stages, and the related sanctions run parallel to our Behaviour Policy -

Stage One
When an incident of bullying is reported to -
- A class teacher…
The teacher will speak separately to all children involved, to establish the facts surrounding the incident. They will also speak to any adults who may have witnessed the incident or its circumstances.
- A member of the support staff (including office, teaching assistants ,mid-day supervisors) In the first instance they will inform the relevant class teachers, who will then gather evidence eg witness statements as outlined above. If there is clear evidence of an incident occurring, even if accounts are different, the head teacher

[& DHT in their absence] will be informed immediately. Lead teacher will then record incident on Notts prejudice related bullying report form [see appendix] which may be submitted to NCC in line with school policy. Headteacher [or DHT in their absence] will take a lead role in investigation & will assess whether parents are to be informed at this point in line with NCC/DfE guidance. All documentation is recorded in our school Behaviour Log.

This will include :
- Meet children involved [perpetrator/target/witnesses] separately.
- Speak to all adults involved
- Speak to the parents of children involved.

Stage Two
Should further incidents or repeated of bullying related behaviour occur, the head teacher will lead school response to tackling issues with both perpetrator/s and target/s.

- Incidents will be recorded on Notts prejudice related bullying report form [see appendix] and Notts guidance document will be used to determine how issues should be tackled.
- Agree with all parties on a practical, supportive way forward to achieve positive behaviour and explore why this incident occurred.

Furthermore, the Head teacher will review, with class teachers, the children's behaviour and may take any of the following steps,

- If PSHE (personal \social\health education) SMSC type activities are required these will be incorporated into the children's learning as appropriate. We have a variety of published materials that could be used, and have support groups in place that can be accessed as appropriate.
- If children are in the same class the management and organisation of the classroom will be reviewed to enable some 'space' to be put between children involved in a bullying incident.
- If more formalised approach including advice from outside agencies / SENCO

Stage Three
If bullying incidents are of the most serious nature , involving physical, verbal or emotional elements, the head teacher will use procedures as outlined in NCYPS ' Children's Behaviour in Schools' Guidelines [Section 7] and Notts Guidance for Schools: Bullying and Prejudice-Related Incidents 2015. This may include contacting the police.

"Take firm swift action in cases of violence and aggression – if immediate response required, arrange attendance by the police. Call your School's Police Liaison Officer or in an emergency dial 999"

Stage Three will involve all parents, as well as teachers/support colleagues as appropriate, and will be the responsibility of the Head teacher, [or Deputy Head teacher in her absence] and may lead to some form of exclusion or statutory action.

Strategies for Preventing Bullying

As part of our commitment to the safety and welfare of pupils we at St Augustine's Academy have developed the following strategies to promote positive behaviour and discourage bullying. They are not in any order of importance.

• SMSC provision PSHCE – delivered weekly by school ELSAs
• National Anti-Bullying Week highlights issues via acts of worship
• Internet safety sessions for students. This is also covered in ICT lessons.
• Safer Internet day is promoted in school
• Student Council
• Acts of worships
• Parent information evenings e.g. Being safe in the virtual world.
• Raising staff awareness
• Information around school
• Use of the ELSAs for short courses e.g. behaviour modification, anger management courses, empathy development.

Reporting/recording bullying incidents

All children, parents, bystanders and other stakeholders are encouraged to report incidents to school staff. This is very often class teachers or the head teacher, but all staff know their role in communicating about bullying In line with this policy and our Safeguarding Policy, DfE document Keeping Children Safe in Education SEPT 2019.

These are recorded in detail in our 'Behaviour Log' (stored in head teacher's office) The school uses Nottinghamshire's Guidance for Schools: Bullying and Prejudice-Related Incidents [Feb 15] and associated report form [see appendix]

Recording and Evaluating the policy

Our Anti-Bullying policy is reviewed annually by staff, SLT & Strategy Governors.

As part of the SMSC/PSHE framework aspects of staff development in anti-bullying are led & managed by the head teacher, PSHE subject leader and lead behaviour teaching assistants.

As part of our self- evaluation of anti-bullying procedures we:

1. Review termly our Behaviour Log for trends which are addressed through cpd and training
2. Seek views, via the School Council, of pupil voice on how safe pupils feel, and this is built into Behaviour & Safety section of our School Improvement Plan.

Links with other policies and why

Policy	Why
Peer on Peer Policy	Linking bullying especially sexualised behaviour, exploitation (sexual, criminal and radicalisation)
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection and Contextualised Safeguarding
E-safety and Acceptable use policy	Cyber bullying and online safety

Equalities policy	Prejudice related incidents/crime(homophobia, race, religion and culture and SEN/disability) Protected Characteristics
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying as part of a structured PSHE programme
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

SOME USEFUL ORGANISATIONS FOR SCHOOLS

The following organisations provide support for schools and parents/carers dealing with specific bullying issues including the social, mental or emotional effects 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 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

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
Barnardo's: 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 free phone action line for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyber homophobia.

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 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 LGBT 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.

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

MindEd: Provides a free online training tool for adults that is also available to schools. It can be used to help school staff learn more about children and young people's mental health problems. It provides simple, clear guidance on mental health and includes information on identifying, understanding and supporting children who are bullied.

PSHE Association – guidance and lesson plans on improving the teaching of mental health issues

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 and homophobia

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 advise on all relevant issues.

USEFUL DOCUMENTS

- **Preventing and Tackling Bullying**-Advice for head teachers, staff and governing bodies July 2017 www.gov.uk/governmentpublications ref DFE-00160-
- Keeping children safe in education - GOV.UK- www.gov.uk/government/publications/keeping-children-safe-in-education
- Working Together to safeguard children 2019 -

- Education Inspection framework 2019- https://www.gov.uk/government/publications/education-inspection-framework
- School inspection handbook (EIF) - GOV.UK
- https://www.gov.uk/government/publications/school-inspection-handbook-eif
- Equalities Act Guidance - https://www.gov.uk/guidance/equality-act-2010-guidance