



Anti-Bullying Policy

2023

Date of last review: September 2023

Date of next review: September 2026

Head teacher signed: L.Irving

Chair of Governors signed: J. Peterson

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1. Aims and Principles

Bullying of any kind is unacceptable and will not be tolerated at Forest Park Primary School. At our school, the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination. Our Behaviour Policy states that 'We are committed to providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment'.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study. We are committed to improving our school's approach to tackling bullying. We regularly monitor the effectiveness of our PSHE curriculum through pupil voice, book looks and learning walks. We work in partnership with our Governors to ensure the quality of our PSHE curriculum and to create a respectful ethos.

2. Legal Requirements

It is a Government requirement that all schools have an anti-bullying policy. Latest guidance from the DfE '*Preventing and Tackling Bullying*' states that 'every school must have measures in place to prevent all forms of bullying'. For more information, please follow the link below:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf

Child on child abuse

144. All staff should recognise that children are capable of abusing their peers (including online). All staff should be clear about their school's or college's policy and procedures with regard to peer on peer abuse.

145. Governing bodies and proprietors should ensure that their child protection policy includes:

- ***procedures to minimise the risk of peer on peer abuse;***
- ***the systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously;***
- ***how allegations of peer on peer abuse will be recorded, investigated and dealt with;***

- *clear processes as to how victims, perpetrators and any other children affected by peer on peer abuse will be supported;*
- *a recognition that even if there are no reported cases of peer on peer abuse, such abuse may still be taking place and is simply not being reported;*
- *a statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children;*
- *recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all peer on peer abuse is unacceptable and will be taken seriously; and*
- *the different forms peer on peer abuse can take*

Keeping children safe in education, 2023

- The Education Act 2002 Section 175 placed a legal duty on maintained schools and Local Authorities to safeguard and promote the welfare of children.
- The Independent School Standards (England)(Amendment) Regulations 2012 states that the proprietor of an academy or other independent school is required to ensure that an effective anti-bullying strategy and health & safety strategy is drawn up and implemented.
- Under the Public Sector Equality Duty of the Equality Act 2010, schools and childcare providers must take steps to prevent and respond to discriminatory language.
- Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

2.1 The law

Some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

3. Safeguarding

Forest Park Primary School takes all forms of bullying seriously, and seeks to prevent it from taking place. Any incidents of bullying will be recorded and the Head Teacher will be informed. Classroom based staff will be informed and where appropriate other adults (for example lunchtime supervisors, sports coaches) to ensure children are safe. Parents will be contacted to be informed of any incidents that occur.

Keeping children safe in education

Schools have a legal responsibility to safeguard the children in their care and promote the welfare of children. Everybody who works in a school has a duty to understand their safeguarding responsibilities. Staff should consider, at all times, what is in the best interests of the child.

To read the full DFE publication please follow the link below.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping children safe in education 2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

Reporting Safeguarding concerns

All staff have read 'Keeping Children Safe in Education' and understand their role in keeping children safe. Staff follow Safeguarding procedures and know how to report any concerns.

Designated Safeguarding Lead	Louise Irving - Head Teacher
Deputy Designated Safeguarding Lead	Sherin Vorajee - Deputy Head Teacher
Safeguarding Lead	Charlotte Moss - EYFS Lead, Assistant Head Teacher and Safeguarding Lead.
Safeguarding Lead	Nicola Bloor - Family Support
Safeguarding Lead	Lucy Patten - Family Support and Placement Service Manager

Child Protection Online Management System (CPOMS)

Class teachers will discuss Safeguarding concerns with parents and The Safeguarding Team. Where it is deemed not to be in the child's best interests some information may not be shared with parents or carers but the Police or Social Services will be contacted. All Safeguarding concerns are recorded on CPOMS including incidents of bullying. The Safeguarding Team receives notifications about each new incident that is added to CPOMS. Please refer to our Safeguarding Policy for more information.

<https://forestpark.org.uk/uploads/docs/Forest-Park-Child-Protection-and-Safeguarding-Policy-Sept-2022.pdf>

4. Definition of Bullying

The Anti-Bullying Alliance defines bullying as “people doing nasty or unkind things to you on purpose, more than once, which is difficult to stop”. Bullying often involves an imbalance of power between the perpetrator and the victim.

At Forest Park Primary School, our definition of bullying is “deliberately hurtful behaviour that is repeated, often over a period of time”.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobia)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

5. Types of bullying

There are many ways that bullying can be carried out, some examples are listed below:

- Name calling
- Being teased
- Being hit, pulled, pinched or kicked
- Having possessions taken
- Receiving abusive messages (oral, written or through email)
- Being forced to hand over money
- Being forced to do things they don't want to do
- Being ignored or left out
- Being attacked because of religion, gender, sexuality, disability, appearance or ethnic or racial origin.

No form of bullying will be tolerated and all incidents will be taken seriously.

5.1 Homophobic, Biphobic, transphobic bullying

Homophobic, biphobic and transphobic language is endemic in Britain's schools. It can affect lots of different groups of pupils including those who are openly or perceived to be LGBT, those with LGBT family or friends, or those who are perceived to be 'different' in some way.

The most important thing is to challenge all negative language, including homophobic, biphobic and transphobic language, so that everyone feels comfortable and happy to be whom they are without fear of ridicule or experiencing discrimination from others. The following website has some useful information about this type of bullying

Examples of biphobic language – 'greedy, it's a phase, pick a side'

Examples of homophobic language – 'gay, lezza, dyke, faggot. You're so gay'

Examples of transphobic language – 'tranny, he/she, you're not a real girl'

Please follow the link below for more information on homophobic, biphobic or transphobic bullying:

<https://www.stonewall.org.uk/what-homophobic-biphobic-and-transphobic-bullying>

5.2 Cyber (online) bullying

Technology is easily accessible to children and has provided a new platform for bullying which can occur inside or outside the school. It can happen at any time and possibly has a larger audience. Internet social networking sites can be used to bully and humiliate people. Mobile phones, tablets and computers such as gaming devices can also be used to bully. Please refer to our E-safety policy for more information. As part of PSHE and ICT lessons, children learn about online safety and how to keep themselves safe. They are told to report something they do not like or talk to a trusted adult. Pupils are taught not to share personal information. E-safety workshops are delivered by the school to raise parental awareness.

5.3 Physical bullying

This means physically touching another person or encouraging someone else. This type of bullying includes hitting, kicking, biting, pushing, tripping, hair pulling and burns for example by a cigarette.

5.4 Verbal bullying

This includes name-calling, teasing and hurtful comments.

5.5 Social or emotional bullying

This is when you use a relationship to hurt someone. It involves excluding or ostracising someone from a friendship group, spreading rumours, or “the silent treatment”.

5.6 Racial bullying

Racist bullying can be identified by the motivation of the bully, the language used, and/or by the fact that victims are singled out because of the colour of their skin, the way they talk, their ethnic grouping or by their religious or cultural practices.

5.7 Sexist bullying

Sexist, sexual or transphobic bullying is when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality. Sexist, sexual or transphobic bullying are not the same as homophobic bullying. However, very often, sexist

attitudes manifest themselves in homophobic bullying and any young person, who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might experience homophobic bullying.

5.8 Sexual Bullying

Bullying with a sexual element.

The type of behaviour within a school environment that could constitute sexual bullying includes:

- Sexual comments, taunts, and threats; 'banter' of a sexual or sexist nature; sexualised and sexist language
- Non-consensual physical contact (this can include hugging and kissing); interfering with clothing
- Upskirting
- Distributing sexual material (including pornography); sending photos or videos of a sexual nature
- Making phone calls or sending texts, messages, or films of a sexual nature; inciting others to share sexual imagery
- 'Games' with a sexual element (e.g. taking clothes off, kissing, or touching games)
- Pressure to spend time alone or apart from others with another person, or people (e.g. behind school buildings in the toilets or changing rooms, in the field)
- Pressure to be in a relationship with another person, or to engage in a sexual act with another person – both inside and outside of school
- Spreading rumours about another person's alleged sexual activity
- Sexism in all its forms; pressure to conform to particular gender 'norms' (e.g. pressure on boys to have multiple partners, or pressure on boys and girls to be heterosexual)

For more information on sexual bullying please follow the link below:

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/what-sexual-bullying>

5.9 Sexual Harassment

Sexual harassment is any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way.

5.10 Bullying because of disabilities or Special Educational Needs

Children with disabilities or Special Educational Needs are more likely to be bullied. They may not be able to explain what is happening so adults need to look for signs that something is wrong.

Sexist, sexual or transphobic bullying may also occur in conjunction with other forms of bullying, such as racist bullying or bullying related to special educational needs, disabilities, or cyberbullying.

5.11 Hate Crime

The law recognises five types of hate crime on the basis of:

- Race
- Religion
- Disability
- Sexual orientation
- Transgender identity

Any crime can be prosecuted as a hate crime if the offender has either:

- demonstrated hostility based on race, religion, disability, sexual orientation or transgender identity
- been motivated by hostility based on race, religion, disability, sexual orientation or transgender identity

6. Signs that a child may be being bullied

There are many signs that a child may be bullied but here are a few examples:

- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Kids may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork, or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Feelings of helplessness or decreased self esteem
- Self-destructive behaviors such as running away from home, harming themselves, or talking about suicide

For more information, please visit - <https://www.stopbullying.gov/at-risk/warning-signs/>

7. Strategies and Procedures

The role of the teachers and support staff:

When a child discloses information or bullying is witnessed by an adult:

- Listen to the pupil. Make sure the child knows that the member of staff may need to speak to someone else to keep them safe. Staff cannot and will not promise to keep secrets.
- Use the TED strategy to help (tell me, explain and describe) clarify what the child is saying. Staff will let the pupil talk without making assumptions or elaborating what they are saying.
- Offer comfort and support to the pupil.
- Investigate the incident by talking to other children/adults. The TED strategy should also be used in this situation.
- The class teacher will monitor the situation and ensure the Safeguarding Team (including the family support workers) are kept informed until they are satisfied the issue has been resolved.
- Staff (in conjunction with the School Leadership Team) will decide whether to inform parents or carers and where necessary involve them in any plans of action.

Logging incidents of Bullying

When bullying has been witnessed or a disclosure has been made staff should type a full report and add it to CPOMs. No other children will be named in the report on CPOMS but their initials used instead. Other children should not be linked to the incident but every child involved should have a separate report on their CPOMS profile.

Senior Leadership Team

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all pupils.

Parents and carers

Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing a member of staff. If a parent is not satisfied with the school's response to an incident of bullying, they can contact L Irving (Head Teacher) or request the contact information for our Chair of Governors (Jan Peterson).

Pupils

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

8. Behaviour Policy

At the start of each academic year, pupils and parents are asked to sign the School Behaviour Agreement. This states that pupil's will follow the school rules whilst at school. Parents are expected to support the school when behaviour is discussed.

Pupils are expected to follow the schools Behaviour Policy. A copy of which can be found on the school website.

9.0 Curriculum

The PSHE curriculum includes opportunities for pupils to understand about different types of bullying. Children are encouraged to think about what bullying is and what it might look like at our school. They are involved in activities and discussions around the role of the victim, perpetrator and the bystander.

Forest Park Primary School participates in 'Anti-Bullying week' every year. The School alongside the Pupil Leadership Team, take the lead in delivering an assembly to the whole school. Although this is a specific time to think about bullying, it is an issue that is revisited over the year.

Year 2 – Year 6 promote the use of Bubble Time in their classrooms. This gives staff the opportunity to know that a child needs to talk to a member of staff in

confidence. Children add their name to the chart and select a member of staff they would be prefer to meet.

School assemblies help raise pupils' awareness of bullying and the effect it has on people.

The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.

Children are encouraged to SPARKLE in everything that they do:

Support and encourage — strengthening a home/school partnership, where the positive support of our parents and the wider community is very important to us all. We maintain an open and welcoming environment where we can work together for the benefit of our pupils.

Promote resilience — to nurture and foster a 'never give up' approach, where pupils and adults strive to overcome their difficulties.

Aspire to achieve — to create a culture where everyone aims high through an inspiring curriculum that provides all pupils with opportunities, irrespective of ethnicity, religion, disability or gender.

Respect each other — to promote and develop an understanding of moral, spiritual and ethical issues in school, consistently demonstrated through a mutual respect for each other. To teach sensitivity and empathy advocating no acceptance of bullying or discrimination, sustaining an awareness and understanding of British Values.

Keep positive — to educate pupils in developing positive attitudes towards self-discipline, good behaviour and to encourage development of positive relationships between themselves and others.

Listen and learn — to inspire pupils to be part of a culture where everyone's voice is heard and opinions are valued. Children are encouraged to accept mistakes as a tool to further learning.

Explore, enjoy and excite — to support each child's ability, creativity, development and enthusiasm in a range of subjects and skills through a creative approach to the curriculum, which incorporates opportunities for children to learn how to achieve a healthy and eco-friendly lifestyle.

10. Staff

Staff - All those working for or on behalf of the school, including paid and unpaid staff, full time or part time staff, temporary, casual, agency staff, self-employed people and contractors.

Bullying of any kind will not be tolerated including 'staff on staff' bullying and 'staff on child' bullying. Staff are expected to follow a code of conduct as part of their professional responsibilities. Staff have a duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues.

In the event of a breach of this trust the Confidential Reporting (Whistle-blowing) policy should be followed.

"Concerns to which the Confidential Reporting (Whistle-blowing) Procedure can apply The Confidential Reporting procedure applies when a person has a serious concern that wrongdoing by the school; (it's staff, volunteers, contractors or suppliers) has occurred. For example:

- a breach of recognised standards of professional practice;
- suspected conduct which is an offence or a breach of the law, including criminal activity;
- suspected breach of school policies/procedures;
- fraud, corruption or unauthorised use of public funds
- practice which poses a danger to health and safety
- physical, sexual, emotional abuse or neglect (including from individuals in senior roles and/or a position of trust)
- personal contact with children and young people which is contrary to the organisation's policies and codes of conduct
- inappropriate sexualised behaviour
- improper conduct / unprofessional behaviour inside or outside of school, such as name calling, bullying or racial abuse
- behaviour likely to bring the school into disrepute
- conduct which may be deemed unethical
- Knowledge about an individual's personal circumstances which may indicate they could be a risk to children or unsuitable to work with children
- cover up of any wrongdoing, such as the examples listed above.

This list is not exhaustive"

The full Confidential Reporting (Whistle-blowing) policy can be found on The Orchard Community Trust website. The link can be followed below:

<https://primarysite-prod-sorted.s3.amazonaws.com/the-orchard-community-trust/UploadedDocument/dbe58f95-21b7-40db-ab2f-3a1fd7a2e9e0/section-3-confidential-reporting-whistleblowing-procedure.pdf>

10.1 Sexual Harassment

Sexual harassment is unwanted behaviour of a sexual nature. The law (Equality Act 2010) protects the following people against sexual harassment at work:

- employees and workers
- contractors and self-employed people hired to personally do the work
- job applicants

To be sexual harassment, the unwanted behaviour must have either:

- violated someone's dignity, whether it was intended or not
- created an intimidating, hostile, degrading, humiliating or offensive environment for them, whether it was intended or not

11. Monitoring and Review

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. The policy is reviewed every 12 months, in consultation with the whole school community including, staff, parents, carers and governors.