

# Anti-Bullying Policy



NANSTALLON SCHOOL

AD VITAM PARAMUS

**NANSTALLON VISION 2020: *Everything we do is focused on giving every child the best teaching, environment, experiences and opportunities regardless of background and circumstance.***

Date for next Review	September 2023
Signed-Chair of Governors	(Sheena Morton)

# Anti-Bullying Policy

## Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should feel able to tell an adult and know that incidents will be dealt with promptly and effectively. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. All members of staff are responsible for dealing promptly with issues brought to their attention.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines how we make this possible at Nanstallon School.

## Definitions of Bullying

Bullying is deliberately hurtful behaviour that is repeated over a period of time, making 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. <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

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.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or has not yet become persistent – if it fulfils all other descriptions 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 can include:

- Name calling
- Threats
- Nasty teasing
- Taunting
- Mocking
- Making offensive comments

- Physical assault
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet including social networking sites
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups
- Racial bullying
- Homophobic or transphobic bullying

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'.

Pupils consider the following to be bullying behaviours:

"Bullying is when everyday a group or individual goes out of their way to make you feel bad. It's not bullying if someone loses their temper, you have a fall out or it only happens once."

"Bullying is using power in the wrong way."

"Bullying is when someone constantly hurts you physically or emotionally."

### **Why are pupils and young people bullied?**

Specific types of bullying include:

- Prejudice related bullying of pupils with special educational needs or disabilities, homophobic and transphobic bullying or bullying related to race, religion or culture;
- Bullying related to appearance or health;
- Bullying of young carers or looked after pupil 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.

### **Prejudice related bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual 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, Travellers

- 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, bi-phobic, transphobic and disabilist in nature.

We will record these types of bullying on Prejudice Related Incident Form (appendix 2) in all cases.

### **Other vulnerable groups include**

- Bullying related to appearance or health;
- Bullying of young carers or looked after pupils 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 transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior and may also be used to taunt young people who themselves are perceived as different or their friends, family members or their parents/carers.

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 leaders to help with this problem and its effects on pupils, acknowledges that it may also persist outside school, in the local community and on the journey to and from school.

### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our pupils are

taught safe ways to use the internet (See our Internet Safety and Acceptable Use Policy) and encourage good online behaviour.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to parents and their children particularly those who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

### **Recording**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be reported to the headteacher.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and the development of the policy. This information will be discussed by staff in staff meetings (as part of staff agenda) and necessary actions agreed and taken if parts of the policy appear not to be working.

### **Actions to Tackle Bullying**

As part of our ongoing commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- PSHE/Citizenship lessons and cross curricular work;
- Specific curriculum input on areas of concern such as cyberbullying and internet safety;
- Students have a voice through democratically elected school Councilors in each class;
- Promoting a nurturing learning environment, including the deployment of a PSA to address specific issues.
- Low class sizes and effective relationships between adults and pupil;

#### 1. Support for parents/carers

- Information on website signposting helpful websites;
- Open door policy allows parents to communicate with staff as often as they choose;
- Effective referral routes to other agencies.

#### 2. Support for all school staff

Staff training and development for all staff including those involved in lunchtime and before and after school activities.

### **Pupil Voice**

The ideas and experiences of pupils are valued within our school

- Pupils through School Council, circle time/ class discussions and lessons will have regular opportunities to learn about different types of bullying as well as discussing

appropriate responses. School Council will also regularly assess how well this policy is working through pupil voice activities such as pupil interview/ questionnaires.

- Parents will also be given regular opportunities to give their views through a Parent Forum / Parent View.

### **Useful Organisations:**

#### **Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which pupil and young people can live, grow, play and learn.

#### **[Mencap](http://www.mencap.org) – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to pupil and adults with a learning disability, and to their families and carers.

#### **[Stonewall](http://www.stonewall.org.uk) – [www.stonewall.org.uk](http://www.stonewall.org.uk)**

[The lesbian, gay and bisexual charity](http://www.stonewall.org.uk)

#### **Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

#### **[School's Out](http://www.schools-out.org.uk) – [www.schools-out.org.uk](http://www.schools-out.org.uk)**

#### **[Beatbullying](http://www.beatbullying.org.uk) – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

#### **[Childnet International](http://www.childnet-int.org) – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International - The UK's safer internet centre

## APPENDIX 1 - Bullying Incident Form

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_

**Nature/Type of Incident:**

(please tick)

Extortion		Personal possessions taken/damaged	
Isolation/Being ignored		Forced into something against their will	
Physical		Written	
Verbal (name-calling, taunting, mocking)		Spreading rumours	
Cyber		Other (please specify)	

**Details of the pupils involved:**

Names	Year Group	Gender	Ethnic Origin	Role*

**V** = Victim

**R** = Ring leader

**A** = Associate

**B** = Bystander

**Location of Incident:**

*For example: classroom, library, to/from school, corridor etc.*

**Motivation for the incident:**

(please tick)

Cultural	
Sexual orientation (homophobic)	
Home circumstances	
Other (please specify)	
Appearance	
Disability/SEN	
Sexist, sexual or transphobic	
Religion	
Race	

**Summary of the incident:**

**Action Taken:**

**Form completed by:**

**Date:**

**Any Further Action Taken:**



## Appendix 2: Prejudice Related Incident Form

**Date of Incident:** \_\_\_\_\_ **Time of Incident:** \_\_\_\_\_

**Details of the pupils involved:**

Victim	Year Group	Gender	Ethnic Origin

Incident believed to be related to:	Race/ethnicity/ Nationality	Homophobic/ bi-phobic	Transphobic	Disablist

Perpetrator/Perpetrators	Year Group	Gender	Ethnic Origin

<p><b>Location of Incident:</b>  <i>For example: classroom, library, to/from school, corridor etc.</i></p>
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**Nature/Type of Incident:**

(please tick)

Extortion	<input type="checkbox"/>	Personal possessions taken/damaged	<input type="checkbox"/>
Isolation/Being ignored	<input type="checkbox"/>	Forced into something against their will	<input type="checkbox"/>
Physical	<input type="checkbox"/>	Written	<input type="checkbox"/>
Verbal (name-calling, taunting, mocking)	<input type="checkbox"/>	Spreading rumours	<input type="checkbox"/>
Cyber	<input type="checkbox"/>	Other (please specify)	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>

**Circumstances Leading Up to Actual Incident:**

**Summary of the incident:**

**Action Taken:**

**Form completed by:**

**Date:**

**Any Further Action Taken:**