



## Anti-Bullying Policy

<b>Date reviewed by School</b>	Spring 2022
<b>Date ratified by FGB</b>	8 May 2022
<b>Date for next review</b>	Spring 2025

### 1 Introduction

- 1.1** At Uplands Primary School and Nursery, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Uplands Primary School and Nursery. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.
- 1.2** This policy sends a firm message that bullying will not be tolerated at Uplands. It is imperative to ensure there is no ambiguity concerning the definition of bullying, and that everyone understands what constitutes bullying. All stakeholders and adults in the school (children, parents/carers, teaching and non-teaching staff, governors, lunchtime supervisors, volunteers, student teachers and supply teachers) need to be aware that all incidents or allegations of bullying will be treated seriously.
- 1.3** By law, all state (not private) schools must have a behaviour policy in place that includes measures to prevent all forms of bullying amongst pupils.
- 1.4** The Governing Board monitors incidents of alleged bullying that occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to provide a termly report (with anonymised data) to the governors about these incidents.
- 1.5** A parent/carer who is dissatisfied with the way the school has dealt with an alleged bullying incident should follow the channels of the Complaints Policy.
- 1.6** It is the responsibility of the SLT to ensure that all staff (both teaching and non-teaching) are aware of the school's anti-bullying policy and know how to identify and deal with incidents of bullying.
- 1.7** The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.



- 1.8 The school communicates updates and key information on anti-bullying to the school community via:
- Newsletter
  - Electronic communications (e.g. email and text)
  - Social media
  - Website
  - Workshops and meetings

## 2 The definition of bullying

- 2.1 Bullying is defined as emotionally or physically harmful behaviour which is:
- Repetitive, wilful or persistent
  - Intentionally harmful, carried out by an individual or a group
- 2.2 It is “the intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power” (Anti-Bullying Alliance).

## 3 Forms and types of bullying

### Forms of bullying

- 3.1 Bullying behaviour can present itself in a number of different forms:

**Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

**Verbal** – by being teased in a nasty way; insulted about their sexuality, insulted about their race, religion or culture; called names in other ways; or having offensive comments directed at them.

**Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.

**Electronic /'cyberbullying'** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones. (See E-Safety and Computing Policy)

### Specific Types of Bullying

- 3.2 The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:
- Bullying related to race, religion or culture
  - Bullying related to special educational needs (SEN) or disabilities



- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation or gender
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying. (See Appendix B: Specific Types of Bullying).

## 4 Roles within a bullying situation

- 4.1 The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

**The ring-leader who**, through their position of power, can direct bullying activity.

**Assistants/associates** who actively join in the bullying (sometimes because they are afraid of the ring-leader).

**Reinforcers** who give positive feedback to those who are bullying, perhaps by smiling or laughing.

**Outsiders/bystanders** who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

**Defenders** who try to intervene to stop the bullying or comfort pupils who experience bullying.

- 4.2 Some children may adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

## 5 Recognising the reasons why children may bully

- 5.1 The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring, and to respond promptly to incidents of bullying as they occur.



**5.2** Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support. Children who bully may:

- Be struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Like the feeling of power and use bullying behaviour to get their own way
- Have a temperament that may be aggressive, quick tempered or jealous
- Have been abused or bullied in some way
- Feel frustrated, insecure, inadequate or humiliated
- Find it difficult to socialise and make friends
- Be overly self-orientated and find it difficult to empathise with the needs of others
- Be unable to resist negative peer pressure
- Be under self-imposed pressure and/or pressure from others to succeed at all costs.

## **6 Reporting incidents of bullying**

**6.1** The school encourages and equips the whole school community to report all incidents of bullying, including children who have been bullied and bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Staff who children can approach and with whom they can discuss their concerns
- A Child Protection team, including a Designated Safeguarding Lead (DSL) and a Deputy Designated Safeguarding Lead, Family Support Advisor (FSA) and Senior Leadership Team (SLT) members
- Peer mediators
- A confidential 'worry box' in the library.

### **Pupils**

**6.2** Pupils are encouraged to tell somebody they trust if they feel they are being bullied. Pupils are taught that Uplands is a 'telling school', and that they should feel safe to tell an adult if they feel they are being bullied.

### **Parents/carers**

**6.3** Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

**6.4** Parents/carers have a responsibility to support the school's Anti-Bullying Policy, and actively encourage their child to be a positive member of the school.

## **7 Responding to incidents of bullying**

**7.1** The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action is taken to respond to incidents of alleged bullying



which occur within a context, which reminds all children that bullying behaviour is unacceptable and will not be tolerated.

- 7.2** All children are encouraged to report incidents of bullying, whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.
- 7.3** The behaviour lead will record and monitor all significant instances of negative behaviour and will create an online folder for each child concerned.

#### **Creating a Bullying/Protected Characteristics Action Plan**

- 7.4** A Bullying/Protected Characteristics Action Plan will include:
- Details of the incident, including time, date, nature of incident and those involved
  - Member of staff to whom the incident was reported, including date
  - Form of alleged bullying
  - Details of any actions to be completed in the Initial Stage, Investigation Stage or Implementation Stage.

#### **Initial Stage**

- 7.5** The procedures for this stage are:
- Arrange a support network for the child who is being bullied, so they have a regular point of contact throughout the school day
  - Ask the child who is allegedly being bullied what they want the outcome to be
  - Support for the alleged bully
  - Involve parents/carers at an early stage
  - Record discussions with all parties
  - Ensure there is a record in the class behaviour/communication book
  - Discuss as part of the school's standing item in staff meetings regarding safeguarding and behaviour.

#### **Investigation Stage**

- 7.6** The procedures for this stage are:
- Establish facts by asking open questions to all concerned
  - Create a detailed chronology of the alleged incidents and any key events as part of the investigation and action plan
  - Establish a system for regular contact with parents/carers.

#### **Implementation Stage**

- 7.7** If bullying is found to have taken place, the procedures for this stage are:
- Provide support for the victim of bullying, bespoke to the needs of that child
  - Address the bully/bullies and communicate that their behaviour is unacceptable
  - Begin a plan of Restorative Approach work (see 8.1), including referral to ELSA/FSA or other agencies (where deemed necessary) to provide support for both the victim and the bully
  - Issue sanctions, where appropriate
  - Ensure regular follow-up contact with the child/ren and parents/carers.



## **8 A restorative approach**

- 8.1** Where appropriate, and in most cases of bullying, the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying focusing on their unacceptable behaviour in an emotionally intelligent way, and ensures children causing harm are held to account for their behaviour by enabling them to:
- Accept responsibility for the harm caused to the individual being bullied
  - Accept responsibility for the harm caused to others (for example staff, friends or family)
  - Recognise the need to take action to begin to repair the harm caused.
- 8.2** The school believes that all bullying is unacceptable, but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour in the long term.

## **9 Use of sanctions**

- 9.1** In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a Restorative Approach has been unsuccessful in preventing further incidents of bullying.
- 9.2** Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children.
- 9.3** Bullying by children with SEND is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful, the school will take account of the nature of the child's SEND and the extent to which they understand and are in control of what they are doing.
- 9.4** Disciplinary sanctions are intended to:
- Impress on the perpetrator that what he/she has done is unacceptable
  - Deter him/her from repeating that behaviour
  - Signal to other children that the behaviour is unacceptable and deter them from doing it.

## **10 Early prevention**

- 10.1** The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Uplands has a range of approaches to proactively teach children about positive relationships and preventing bullying. These approaches include:
- Implementing an effective school leadership that promotes an open and honest, caring and protective whole school ethos



- Adopting positive behaviour management strategies where at all possible, as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE/RHE
- Providing training on behaviour management and anti-bullying for all relevant staff, including lunchtime controllers
- Providing a School Council, enabling children to raise issues and have a key role in shaping school policy on behaviour and anti-bullying
- Providing peer support systems, such as peer mediators
- Participating in the annual national Anti-Bullying Week and supporting learning on bullying through whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside, including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing social skills groups for vulnerable individuals and groups through our FSA
- Working in partnership with other schools/local authority services on anti-bullying initiatives

## **11 Staff bullying**

- 11.1** For issues against staff, please refer to the Bracknell Forest model policies that the school has adopted: Complaints, Fair Treatment, Grievance Procedure, Disciplinary Allegations, Low-Level Concerns Procedure and Whistleblowing.

## **12 Monitoring and review**

- 12.1** This policy is monitored by the SLT who reports to governors during each Head's Report (termly) and within other meetings as appropriate.
- 12.2** The Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness. They do this by asking for any incidents of alleged bullying to be reported in the termly Head Teacher Report. SLT analyse information for patterns and repeated incidents, and the context of people, places or groups. This is reported and, along with surveys and other forms of information gathering, governors discuss the school's effectiveness in dealing with incidents. Information is anonymous to governors.
- 12.3** This policy will be reviewed every three years, or earlier if necessary.

Appendix A

## **Bullying / Protected Characteristics Action Plan**



Target name/s		Alleged perpetrator/s		
Age/s		Age/s		
Year group/s		Year group/s		
Member of staff to whom the incident was reported				
Date reported		Reported by		
Form of alleged bullying (circle all that apply)	Verbal	Physical	Indirect	Cyber

Action	Person responsible	Completion date	Completed?
<b>INITIAL STAGE</b>			
<b>INVESTIGATION STAGE</b>			
<b>IMPLEMENTATION STAGE</b>			

Appendix B

**Bullying related to ethnic, cultural and religious backgrounds**

Racist or faith-based bullying is bullying based on a person's background, colour, religion or heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have



been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist hostility, which BME children, children of different faiths and Gypsy, Roma and Traveller (GRT) children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child, but also make reference to their family and, more broadly, their ethnic or faith community as a whole. Racial and cultural elements in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

Schools are advised to log all incidents of racist or faith-based, homophobic and disability-related bullying and report on them. This allows schools and other monitor the occurrence of incidents and identify underlying trends in racist bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially racist must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: "Any incident which is perceived to be prejudice-related [racist] by the victim or any other person." In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

### **Bullying related to gender identity**

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (i.e. who identify as non-binary), and those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender may also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying.

### **Bullying related to sexual identity or orientation**

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic and biphobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic and biphobic bullying includes all forms of bullying but in particular it can include:  
Verbal abuse: the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context; biphobic abuse such as 'don't be greedy' or 'make your mind up'; also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted



Physical abuse: including hitting, punching, kicking, sexual assault and threatening behaviour  
Cyberbullying: using online spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

**Bullying related to special educational needs and disabilities (SEND)**

Research shows that children and young people with special educational needs and disabilities (SEND) are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment. Children and young people with SEND, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEND are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those that apply to the rest of the school community, having made the reasonable adjustments necessary.

**Bullying related to gifted and talented children and young people**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

**Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

**Bullying of children looked after (CLA) or otherwise linked to home circumstances**

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated.

Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common.

Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.

**Cyber-bullying**

Cyber-bullying is the use of modern communication technologies to embarrass, humiliate, threaten or intimidate an individual in the attempt to gain power and control over them.



Cyber-bullying is a criminal offence. It is criminal behaviour under several different acts (hacking, causing distress, misuse of Telecoms, conspiracy, assault).

Training on cyber-bullying is made available to the whole school community annually. The training covers the definition of bullying, what is expected of each stakeholder and the serious nature and implications of cyber-bullying.

Teachers will report any incident of cyber-bullying to the e-safety officer or team (see the E-safety and Computing Policy). Children and parents will be asked to keep any evidence (e.g. emails, text messages and instant messages) and bring them into school. The children involved will be interviewed and a behaviour and incident form will be filled in. Full details of all the support and processes related to e-safety that Uplands is involved in can be found in the E-Safety and Computing Policy.

Sanctions will vary depending on the severity of the incident. They may include parents/carers being contacted, withdrawal of computer access, confiscating mobile phones or police involvement.