Anti- Bullying Policy

MILLFIELDS IS A RIGHTS RESPECTING SCHOOL

Children have the right to a safe, nurturing school environment that respects their dignity. The United Nations Convention on the Rights of the Child (UNCRC) states that all children have the right to an education, and protection from all forms of physical or mental violence, injury or abuse. Bullying is no exception.
We are proud to have been a UNICEF Rights Respecting School for over ten years, Millfields being the first in Hackney to receive the award in 2009. This Policy covers (amongst others) the following Rights in respect of The UNCRC

- ARTICLE 8 Every child has the right to an identity. This right must be respected and protected
- ARTICLE 12 Every child has the right to express their views, feelings and wishes in all matters affecting them and to have their views considered and taken Seriously
- ARTICLE 19 Ensures that children are protected from all forms of violence, abuse, neglect and bad treatment, physically or mentally

AIMS:

- ❖ To produce an inclusive environment for all pupils which openly discusses differences between people and celebrates diversity.
- ❖ For all pupils and staff at Millfields to have a common and shared understanding of what constitutes bullying
- ❖ All pupils to act safely and feel safe in school, understanding 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
- ❖ To ensure that the methods for dealing with an incident(s) of bullying are known to all staff and children and are consistently applied
- ❖ Parent/carers 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.

DEFINITION of BULLYING:

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted. ABA defines bullying as:

'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.'

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 antagonise 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

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. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying behaviour can be:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g
- photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

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'.

Why are children and young people bullied?
National research has shown that some groups of pupils are particularly vulnerable to bullying; these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT. Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:
1. age
2. being or becoming a transsexual person
3. being married or in a civil partnership
4. being pregnant or having a child
5. disability
6. race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
7. religion, belief or lack of religion/belief
8. sex /gender
9. 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 sexist, racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and record them for monitoring purposes.

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 disablist 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/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. This may also be used to taunt young people who are different in some way or their friends, family members or their parent/carers/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. It also persists outside school, on the journey to and from school and in the local community and may continue into Secondary Education.
The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

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 parent/carers/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

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

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

STRATEGIES FOR THE PREVENTION OF BULLYING:

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. As part of our commitment to the safety and welfare of our pupils we have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy

- Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values

- Involvement in in the United Against Bullying Project 2022-23

- Anti-Bullying week annually in November

- Safer Internet Day in February, termly e-safety days plus raising awareness of online bullying through regular e-safety lessons.

- Celebration events. E.g. celebration assemblies and Head Teacher Awards

- Article 12 Group (School council)

- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies

- Mixed age pupil lead Government

- Black History month, Pride month, Parent/carers and families' week, All Together Day, Show Racism the Red Card Day and Anti-racism workshops

- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

- Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

  Restorative Justice

  Counselling and/or Mediation schemes

  Small group work

- Support for parent/carers/carers

  Parent/carer groups like our Equality forum and age phase coffee mornings

  Parent/carer information events/ information-on the school website

  Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

  Offering training to all school staff and governors around bullying, including specific guidance on those groups who are most likely to be bullied.

REPORTING BULLYING

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult

- Their class teacher/TA
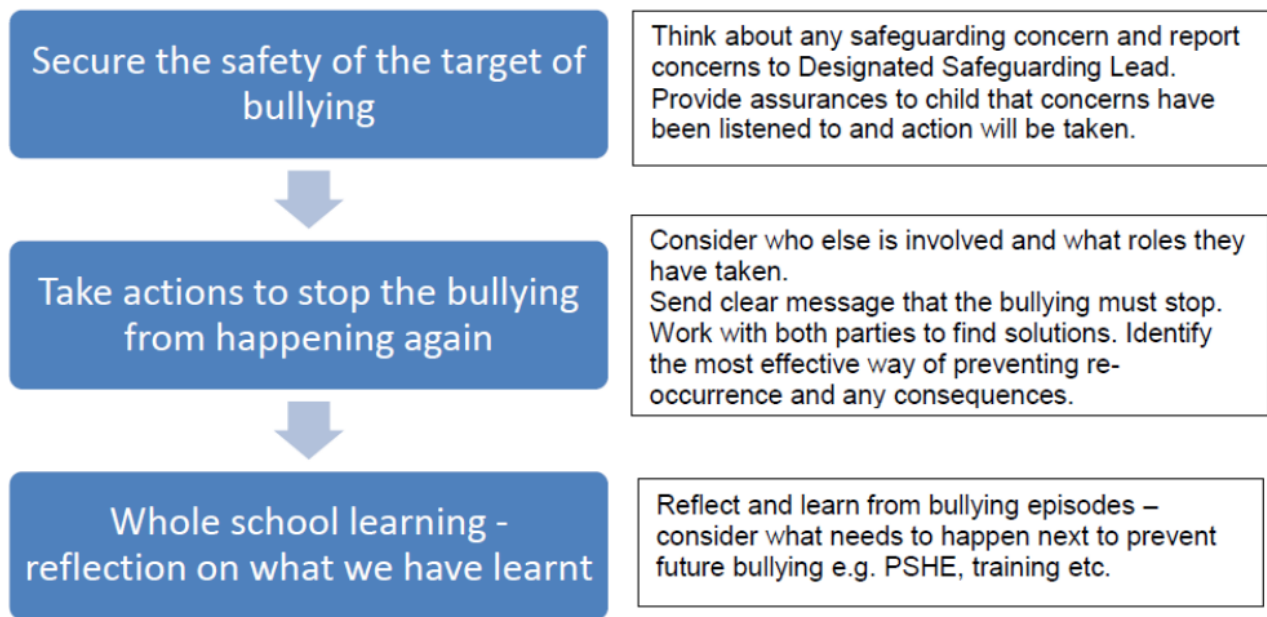
- Peer mentors or buddies

Each class has a 'worry box or lego poster' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parent/carers are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher / tutor.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

RESPONDING TO BULLYING:

Secure the safety of the target of bullying	Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to child that concerns have been listened to and action will be taken.
Take actions to stop the bullying from happening again	Consider who else is involved and what roles they have taken. Send clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences.
Whole school learning - reflection on what we have learnt	Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

- All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

- After an allegation of bullying all parties including the target, bully and all others involved will be interviewed and a CPOMS Incident form will be filled in by the member of staff dealing with the problem. CPOMSl automatically alerts SLT

- Parent/carers/carers will be informed as to the involvement of their child.

- Appropriate disciplinary sanctions in accordance with the school's Positive Relationships Positive Behaviour Policy will be put in place and these will be determined according to the seriousness of the incident but will send out a message that bullying is unacceptable. The response may vary according to the type of bullying and may involve other agencies where appropriate.

- Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parent/carers/carers.

- Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the victim, perpetrator, bystanders and others affected by the bullying, a referral to outside agencies will be made if appropriate.

- The wider community will be liaised with, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime

Procedures for Parent/carers/Carers

- If a parent/carer has any concerns about their child, they should speak to the class teacher immediately. If a parent/carer thinks bullying is the issue, the matter will be referred to the Headteacher. The Headteacher is always informed of any bullying concerns at Millfields and monitors the situation carefully

- If a parent/carer feels unable to talk to the class teacher, they can make an appointment to speak directly with the Headteacher

- The school will work with both the child and the parent/carers to ensure that any bullying is stopped and that support is given where needed

- Parent/carers should not confront the bully or their parent/carers. This can complicate the situation and distress the pupil.

- The school will deal directly with all children involved and their parent/carers directly. Parent/carers will be kept informed of any actions the school is taking

- If parent/carers feel that their concern has not been dealt with appropriately they should follow the school's complaints policy

RECORDING AND EVALUATION

Bullying incidents are recorded on CPOMS by the member of staff who deals with the incident. The information stored will be used to ensure individual incidents are followed up. It will be used to identify trends and inform preventative work in school and development of the policy.

Prejudice related bullying/incidents will be presented to governors as part of the annual report. This policy will be reviewed and updated annually.

We will continue to take part in the Anti-bullying Alliance's UAB (United Against Bullying) programme to ensure our policies and procedures remain robust.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All members of our school community, including pupils, staff, parent/carers and governors, are expected to treat everyone with dignity and RESPECT at all times. This includes both face-to-face contact and online.

Links with other policies:

Positive Relationships Positive Behaviour/Safeguarding/Equalities/PSHE and Citizenship/Confidentiality/Wellbeing

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