Encourage Help Achieve Nurture

ENHANCE ACADEMY TRUST

ANTI BULLYING POLICY

LEPTON CE PRIMARY ACADEMY

March 2024	Accepted by Staff and Governors
March 2026	Date for Review

To provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and
based on the needs of our children

- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Introduction

Enhance Academy Trust **(the Trust)** is committed to providing a safe, positive, valuing and inclusive environment free from bullying and discrimination for all our pupils, staff and parents/carers. Here at Lepton CE Primary Academy, bullying of any kind is unacceptable.

The anti-bullying policy and practice plays an important role in this and should be read in conjunction with 'Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying' (second edition updated Summer 2019) https://www.churchofengland.org and Barnardo's Positive Identities Service 'Anti-bullying Guidance' at **Appendix A**.

Purpose of the Policy

The purpose of this policy is to inform pupils, parents and staff of procedures with regard to preventing any form of bullying and discrimination and aiming to ensure consistency when reporting and responding to incidents.

What is Bullying?

Bullying is 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally'. (DfE "Preventing and Tackling Bullying", July 2017).

Bullying is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. It is unacceptable and should not be tolerated.

Bullying can take many forms:

- **Physical** bullying is intentionally causing pain or distress using physical actions. This can include hitting, kicking, pinching, punching, pushing, scratching, spitting or any other form of physical or sexual violence. Damaging or taking things that belong to another person can also be classed as physical bullying.
- **Emotional** bullying is intentionally causing harm through how someone is treated emotionally. This can include things like excluding, humiliating, or intimidation.
- **Verbal** bullying is intentionally causing harm to someone using words and the things that are said to that person. This can include things like name-calling and teasing. Indirect bullying can include spreading malicious stories about someone, exclusion from social groups, being made the subject of malicious rumours, graffiti, or the display of discriminatory material. Bullying that is spoken or said can include using words such as 'gay', 'faggot' or 'tranny'. Statements that threaten or tease others can be verbal bullying, even if they do not involve these kinds of words (see below).
- **Indirect** bullying that does not directly involve the person being targeted. This can include spreading rumours about someone, or purposefully excluding them from an activity because of their sexuality or gender identity.

- **Mental** bullying that involves threatening or actually 'outing' someone to another individual or a group of people; public humiliation, sabotaging friendships and academic achievements.
- **Cyber** bullying is any type of bullying which takes place using communication technologies, for example social media, mobile phones, emails or the internet in general. This includes sending texts, calling people to verbally abuse them, sending videos or picture messages, sending emails, using social media or instant messaging (IM) apps, or writing malicious posts on online forums or blogs. This can also include sending threatening messages or death threats.

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'.

The eight protected characteristics under the Act are:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Aims and Objectives

The aims and objectives of each academy within the Trust are:

- to assist in creating an ethos in which attending school is a positive experience for all members of the school community.
- to make it clear that all forms of bullying are unacceptable at school.
- to enable everyone to feel safe while at school and encourage pupils to report incidences of bullying.
- to deal effectively with bullying.
- to support and protect targets of bullying and ensure they are listened to.
- to help and support perpetrators of bullying to change their attitudes as well as their behaviour and to understand why it needs to change.
- to ensure that pupils are actively involved in combating bullying.
- to liaise with parents to help support the perpetrators and victims of bullying.
- to ensure all members of the school community feel responsible for combating bullying.

We also want to ensure that:

- all governors, teachers, education support assistants, lunchtime supervisors, nonteaching staff, pupils and parents should have an understanding of what bullying is.

- all governors, teachers, education support assistants, lunchtime supervisors, and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- all pupils and parents should know what the school policy is on bullying and what they should do if bullying arises.

As a Trust, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported and that no sanctions will be imposed upon pupils when doing so. Bullying will not be tolerated and it should be understood that everyone needs to take responsibility for bullying.
All staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.

Signs of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- is frightened of walking to or from school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- runs away
- cries themselves to sleep at night or has nightmares.
- feels ill in the morning.
- begins to under perform in school work.
- comes home with clothes torn or books damaged.
- has possessions which are damaged or “go missing”.
- has dinner or other monies continually “lost”.
- has unexplained cuts or bruises.
- becomes aggressive, disruptive or unreasonable.
- is bullying other children or siblings.
- stops eating.
- is frightened to say what is wrong.
- gives improbable excuses for any of the above.
- is afraid to use the internet or mobile phone.
- is nervous and jumpy when a cyber message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Parents who believe their children are the victim of bullying should share their concerns with school at the earliest opportunity and be prepared to work with school to keep their children safe in future. All expressions of concern will be taken seriously and investigated thoroughly.

Procedures to Help Prevent Bullying

Each of our academies have procedures to help prevent bullying which may be included in some, or all, of the following:

- School Council groups (Wellness Warriors)
- Class rules/rights and responsibilities

- Displays
- Assemblies
- Collective Worship
- Teachers, Lunchtime Supervisors and Teaching Assistants to talk to.
- Restorative practices to reconcile problems.
- Playleaders.
- PSHCE lessons
- Reflections in PSHCE.
- Circle time.
- Behaviour reflections.
- Work and activities during Anti-Bullying Week.
- Dedicated workshops run by Barnardo's, NSPCC and British Red Cross.

Procedures for Staff Dealing with Incidents of Bullying

The following steps may be taken when dealing with incidents:

- if bullying is suspected or reported, the member of staff that has been approached will deal with the incident immediately.
- staff will make sure the victim is reassured and feels safe.
- staff will listen and speak to all children involved about the incident separately.
- support will be given to the perpetrators of bullying to help them understand and change their behaviour.
- staff will encourage a problem solving approach which will move children on from having to justify their behaviour to promoting reconciliation through a restorative centred approach to forgiveness. This may take the form of a group meeting to reconcile pupils through restorative practices.
- staff will reinforce the message that bullying behaviour is not tolerated.
- appropriate action will be taken quickly to end the behaviour.
- sanctions deemed appropriate will be applied.
- a member of the Senior Management Team will be informed of the incident and the action taken.
- in serious cases, parents will be informed and will be invited to come in and discuss the problem.
- after the incident has been investigated and dealt with, each case will be monitored to ensure a successful outcome.

Reporting Incidents

Incident reporting needs to pay attention to language used, which needs to be reported accurately. Staff need to be aware of what discriminatory language is and record incidents as such.

Incident reports will need to be completed using our CPOMS safeguarding programme as follows:

Core category:

bullying, discriminatory and prejudicial

Sub-categories:

cyber bullying
homophobic, biphobic or transphobic
physical bullying
racist incident
sexist
sexual harassment/violence

The incident report on CPOMS should contain the following information:

- who was involved (using the 'linked students' option), including the name of the victim and perpetrator along with any associates or bystanders to identify and monitor patterns previously and in the future.

- where the incident took place.

- actual location of the incident on the school site so patterns can be identified and areas that staff may need to monitor more closely.

- when the incident took place.

- date/time of the incident so patterns can be identified.

- what was said, recording the specific language used, even if this is offensive.

- action taken; not just the consequences e.g. explaining to the instigator why it was wrong to use the language they did, and support for the victim.

The Senior Leadership Team will review incidents looking for patterns e.g. pupils needing support or their behaviour addressing.

The Role of Pupils

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community.

Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour.

Concerns and worries related to incidents and bullying in general may be explored and shared in PSHE lessons. The seriousness of making false reports will be understood.

Pupils will be actively involved in anti-bullying developments through the school council, curriculum work and in special initiatives. From time to time pupils may be involved in-group support for vulnerable individuals (those who have been bullied and those who have bullied).

The Role of Parents

Parents have an important role in actively encouraging their children to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents to work in partnership.

If parents have concerns about bullying or hurtful behaviour, they should take up those concerns with the class teacher.

Parents should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents of other parties, involved or otherwise. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents are expected to exercise reasonable confidentiality around incidents in which they are involved.

Parents will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children.

The Role of the Trust and Governors

The Trust and Local Governing Bodies support Head Teachers in all strategies to eliminate bullying from our schools.

It is the responsibility of the Local Governing Body to monitor and review the antibullying policy and its effectiveness. They require the Senior Leadership Team to keep records of all bullying incidents and to report on the effectiveness of the school antibullying strategies.

Believe in children Barnardo's LGBTQ Allies Network

Types of Discrimination

- Racism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people of a different ethnicity or nationality. This can often be based on the belief that the perpetrator's ethnicity or nationality is superior to that of others.

- Sexism: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people because of their gender. This includes behaviour, conditions, or attitudes that foster stereotypes of social roles based on gender.

- Homophobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at gay men and women. This also includes 'heterosexism': the belief that heterosexual relationships are 'the norm' and the presumption that people identify as heterosexual despite not having disclosed their sexual orientation. It also includes connotations and stereotypes about gay men and women.

- Biphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at bisexual people. As with homophobia, this includes 'heterosexism' and stereotypes/connotations about bisexual people.

- Transphobia: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at people who identify as transgender. This includes refusal to recognise a person's gender, not recognising chosen names, excluding access to toilets and changing facilities of someone's identified gender, and the assumption that people's gender matches their biological sex.

- HBT (Homophobia, Biphobia & Transphobia): valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or at their perceived sexual or gender identity. This can include assuming that heterosexual relationships are 'the norm' or refusing to allow a person to use the toilets or changing area of their chosen gender.

- Religious discrimination: valuing or treating a person or group differently through prejudice, stereotyping or antagonism directed at people because of what they do or do not believe. This includes refusal to accommodate the right to prayer and worship, or prohibition of religion.

- Disablist discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived disability. This can include stereotyping a specific disablement against someone else who may also have a similar diagnosis.

- Classist Discrimination: valuing or treating a group differently through prejudice, stereotyping or antagonism directed at or their perceived socio-economic status. This can include stereotyping a specific person based on their appearance or looks. This cannot only impact on the individual but on their families and others perceived to be from the same group.

Guide to Understanding & responding to Homophobic, Biphobic & Transphobic (HBT) Bullying

HBT bullying is a targeted incident of aggressive, verbal or emotional abuse towards a person because of their, or their perceived, Sexual or Gender Identity and can be displayed as:

- Verbal, physical or emotional harassment including insulting or degrading comments, name calling, gestures taunts & insults or 'jokes'.
- Offensive Graffiti
- Humiliating, excluding, tormenting, ridiculing or making threats towards others based on their or their perceived Sexual or Gender Identity.
- The use of the word 'gay' in a derogatory way or replacing a negative word with gay e.g those trainers are so gay'.

Top Tips for staff:

- to read and understand the Anti- Bullying policy and respond accordingly.
- challenge all incidents, behaviour and language that occur, addressing these with the students.
- actively encourage fellow staff and students to not be bystanders.
- be calm and take your time when responding to incidents.
- don't be afraid to ask questions to those involved.
- ensure adequate time is given for reflection to all involved.
- challenge the statements, not the young person.
- highlight to the young people how they would feel should this language be used against them.
- to look at ways forward following on from the incident eg: a class discussion about language.
- record the incidents correctly for monitoring purposes.

Staff response

Your response will be dependent on the circumstance of the incident, the severity, who was involved, where it happened and what the intention was of the instigator. The following is an example of a robust and positive response to a bullying incident, using an incident involving HBT language. However, the response could be similar for any kind of bullying or discriminatory behaviour.

Taking a school response: in our school we treat everyone with respect and when you use the word 'gay' in a way to mean 'rubbish' or 'bad', it is disrespectful of lesbian, gay, bisexual and transgender people.

Question what has been said: What do you think the word 'gay' means?

If unknown that actual definition of gay, explain this.
Do you realise that what you said could hurt someone's feelings? Can you explain what you mean by calling that 'gay'?

Address and tackle

Language like that is not acceptable.
You might think that word is not hurtful, but many would.
Make it personal: I'm not happy with what you said.
Homophobic language upsets me. I don't want to hear it again. What you have said really disappoints and upsets me.
It's really important to treat everyone with respect, and that's why it's wrong to use homophobic words.

Once the incident has been dealt with accurate incident reporting and recording is important.