Wembley Multi-Academy Trust

ACHIEVEMENT FOR ALL

ANTI-BULLYING POLICY

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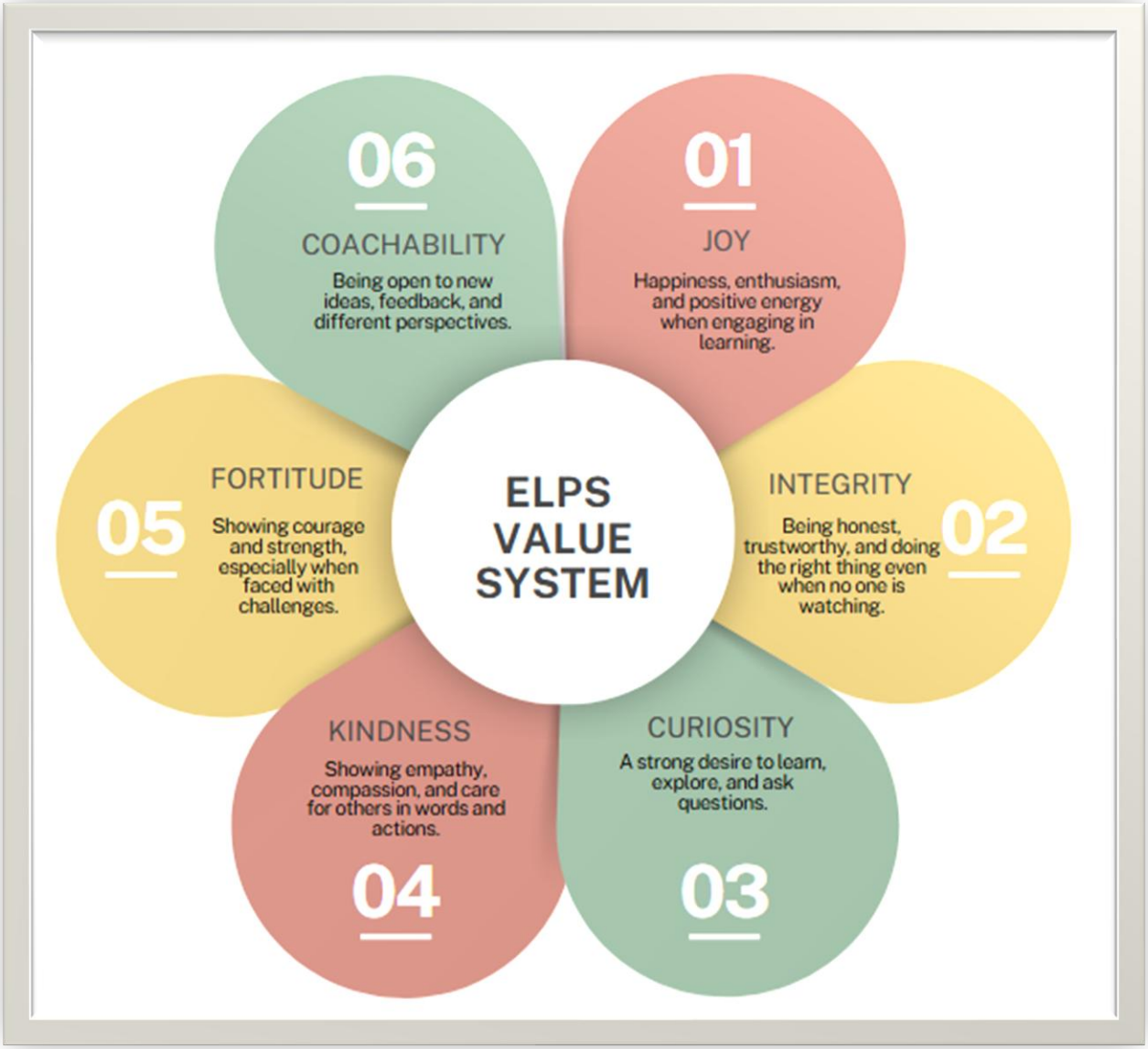
Our Core Values

At ELPS we believe that everyone has the right to learn and work in an environment free from humiliation, intimidation, harassment, abuse and discrimination, where they feel safe and respected for who they are. It is the responsibility of all staff that learning takes place in an atmosphere which is caring, protective and respectful.

Key messages:

- Be kind
- Show respect
- Treat others as you would like to be treated
- Show good manners at all times
- Try to understand others' points of view
- Don't hurt others – physically or emotionally



The ELPS Values are displayed in each classroom and throughout ELPS. Teachers will consistently reinforce the ELPS values and will directly reference them when verbally managing pupil behaviour. Having these visible ensures the values of the school and the expectations are clear for all pupils.

Our Aims

- To create a culture within the school of good-behaviour, collaboration, co-operation, respect, courtesy and engagement, with understanding and appreciation of difference, in terms of race, sex, disability, religion, appearance, cultural background, family circumstances and perceived ability (high or low).
- To ensure that staff understand what bullying is and how to deal with it effectively, and how to use the referral system appropriately.
- To ensure that we log detailed information on bullying incidents and use our analysis of that data to inform and improve future practice.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying) and ensure that students understand what bullying is and feel fully confident that if they report it, it will be dealt with effectively by staff.
- To ensure that staff model positive, respectful behaviour in their interactions with students, colleagues, and parents and carers.
- To promote, among pupils, self-discipline and proper regard for authority.
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education.
- To regulate the conduct of pupils to ensure the school is a safe place for all.

Definition of Bullying

Bullying is defined by the Department for Education (DfE) as:
*"**Behaviour by an individual or group, persistent, deliberate, and repeated over time, which intentionally hurts another individual or group either physically or emotionally.**"*

Tackling Bullying

- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- East Lane Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by East Lane Primary School as being a form of child on child abuse; children can abuse other children.
    - Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
    - We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
    - All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Types of Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can include:

- Name-calling
- Racist language
- Sexist language
- Homophobic language – particularly the use of the word 'gay' as an insult
- Excluding or abusing someone because of their race, sex or gender, sexual orientation or gender identity, religion, ability, disability or appearance
- Inappropriate or unwanted physical or sexual contact or harassment

- Making threats and / or demanding money or possessions, including phones
- Hurtful remarks about someone's appearance
- Generating and passing on rumours about others
- Laughing at someone who is hurt or upset
- Threatened or actual physical assault
- Mocking someone's differences, including accents
- Making a joke at someone's expense and taking it too far so that it becomes hurtful
- Damaging or hiding someone's work or belongings
- Pressurising someone to join in inappropriate behaviour
- Cyberbullying via email, social networks and mobile phones (see below)

Cyberbullying

Cyberbullying can be extremely humiliating and damaging because of the ease with which the bully can reach a large audience. This includes:

- Text message bullying - This involves sending unwelcome texts that are threatening or cause discomfort
- Picture/video-clip bullying via mobile phone cameras – is used to make the person being bullied feel threatened or embarrassed, with images usually sent to the other people. 'Happy slapping' involves filming and sharing physical attacks.
- Phone call bullying via mobile phone – uses silent calls or abusive messages.
- Email bullying uses email to send bullying or threatening messages, often using a pseudonym for anonymity or using someone else's name to pin the blame on them
- Chat room bullying – involves sending menacing responses to children or young people when they are in a web-based chat room
- Bullying through instant messaging (IM) – is an internet-based form of bullying where children and young people are sent unpleasant messages as they conduct real-time conversations online (i.e. WhatsApp, Facebook, Twitter, Snapchat, TikTok or other social media) to generate or pass on rumours about someone.
- Sharing nudes and/or semi-nudes: This is the sending of sexually explicit digital images, videos, text messages, or email, usually via a mobile phone. It normally (but not always) involves boys putting pressure on girls to send them photographs of the girl naked or performing sexual acts and then passing these on to their friends.
- Trolling' (anonymously posting abusive messages on a profile page or a social media account)
- 'Doxing' (uploading private images or videos to a website or public page)
- 'Fraping' (posting a message on someone's Facebook or Twitter account pretending to be that person)
- Making videos on mobile phones and posting them on public sites, or sending them to others.

Teachers do have the power to search for, and if necessary, delete, inappropriate images, texts or other files on electronic devices, including mobile phones.

Responding to Bullying Concerns

The following steps will be taken when dealing with any incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The DSL will be informed of all bullying concerns, especially where there may be safeguarding issues.
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved.

- A clear and precise account of bullying incidents will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentially policies.
- Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Brent Front Door or Early Help if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy, our Online Safety Policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Integrated Children Services or support through the Children and Adolescent Mental Health Services (CAHMS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
- Informing parents/carers to help change the attitude and behaviour of the child.
- Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Sanctioning, in line with school behaviour/discipline policy. This may include:
    - official warnings
    - detentions/internal exclusions
    - removal of privileges (including online access when encountering cyberbullying concerns)
    - in extreme or repeated cases, fixed-term or permanent exclusions.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Integrated Children Services or Early Help or support through the Children and Adolescent Mental Health Services (CAHMS).

Victims of Bullying

The school recognises that there are groups of students within the community who are vulnerable, and therefore at greater risk of being bullied. Teachers should always be alert to signs of being bullied in these children. Vulnerable children are those who are likely to be bullied on the basis of:

- Race
- Gender identity (Male, Female, Non-binary)
- Religion
- Sexual orientation, (including being gay, lesbian, bisexual or transgender)
- Disability
- Appearance
- Cultural background (including Traveller children)
- Family circumstances (e.g. being a Looked After Child or being a carer)
- Having Special Educational Needs, or being a high achiever

ELPS PD Programme

The school has an extensive Assembly and PSHE Programme where the ethos of the school is promoted and the values are reinforced and made explicit through appropriate examples. It includes:

- Spiritual, moral, social and cultural education, Relationships Education and the promotion of British Values.
- Exploration of the ideas of empathy, collaboration, courtesy, co-operation, and respect, making explicit what these entail and how they can be acted upon in and out of lessons.
- A Theme and Quote of the Week, which encourages students to reflect upon moral ideas and aim to put them into practice.
- The promotion of a sense of identity. This is achieved by rooming year groups in the same areas of the school so that they can collaborate with each other in developing the tutorial programme.
- The theme of bullying is examined throughout the year and various forms of bullying are discussed with the students through assemblies and tutor time. Students are given advice about what they should do if they witness bullying or they themselves are bullied in the school.
- Feedback is taken from pupils about how supported they feel as part of the regular Student Review system and actioned accordingly.

Organisation of the School Site

Staff have been allocated duty positions at break and lunchtimes. Staff must make sure that they are on duty on time and supervising their area. Talking to other members of staff during this time is not permitted. Staff also make sure that behaviours in the corridors are challenged. All areas of the school are also patrolled by Senior Leaders at break, lunchtimes, and after school.

In addition, each year group is allocated a specific play area for their use, so that the opportunities for older children to bully younger children are minimised.

Expectations of All Staff

In order for bullying to be addressed effectively, it is essential that all members of staff are determined to stamp it out, and feel confident in addressing it.
To this end:

- All staff receive training at the beginning of the year and throughout the year on the forms of bullying, what to watch out for, the most vulnerable groups, and the systems for dealing with bullying.
- It is expected that all staff follow the referral system for bullying (see below).
- All staff are expected to address all forms of bullying both in lessons and out of lessons. Staff should consistently challenge the use of offensive language; whether racist, sexist, homophobic or generally insulting, making it clear that it is always unacceptable, even when the victims do not appear to object to it.
- Staff should watch for early signs of distress in students – deterioration in work, poor attendance, sudden illnesses, isolation, the need to stay close to adults. These concerns

should be dealt with using the referral policy below. It should also be appropriate to refer the student to the Designated Safeguarding Lead and Headteacher. Staff are expected to be positive role models for the behaviour of students, by ensuring that all their interactions with students, colleagues and parents and carers are courteous, thoughtful, respectful and professional.

- The basic instruction to staff with reference to bullying is: Listen, Believe, Act.

The Role of the Governors

The Headteacher will report on bullying incidents to the Board of Trustees of the WMAT on a termly basis. Information will also be included in the termly governor report. They will also be given a detailed analysis of bullying incidents and their outcomes.

Bullying Referral System

The school has a comprehensive system for dealing with bullying and the logging and referral of incidents.

1. Staff Member: LG intervention with the student and the victim. Statements from those involved and witness statements are taken and considered fairly. Verbal warning issued (unless this is a repeated behaviour)

2. If behaviour continues, a final verbal warning is given. Incident logged on SIMS. Parent of victim and perpetrator to be contacted by LG.

3. Pastoral: If behaviour persists, Behaviour Lead will devise a support plan to monitor and support behavioural concerns. Sanction and support plan agreed with and signed by all parties.

4. Internal Exclusion: If behaviour continues or arises again, an internal exclusion of up to 2 days may be given. A follow-up meeting will be held with parents of perpetrator and victim.

5. Relevant LG Member: review education programme to identify external agency involvement or support, e.g. Place to Be.

6. Fixed Term Exclusion: This may be given if behaviour continues whilst Stages 1-4 are being followed. Incident must be logged and agreed by Headteacher.
   See Behaviour Policy for reintegration.

Note: If either the bully or the victim is SEND, please contact Ms Kennedy (SENDCO)

Involvement and Liaison with Parents and Carers

We will:

- Take steps to involve parents and carers in develop policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about prejudice-based and discriminatory bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Preventing Bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all. Anti-bullying posters to be displayed around the school. See *Appendix 1*.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionally impacted by bullying and will implement additional pastoral support as required.
- Recognise that bullying may be affected and influenced by gender, age, ability and culture of those involved.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-based and discriminatory bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk

- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk- council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at- risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Race, Religion and Nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

LGBTQ+

- Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual Harassment and Sexual Bullying

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign- posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/tools- information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding- sexual
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 1: Child-friendly Bullying Referral System poster

STOP BULLYING!

At ELPS, we're here to help – and here's how

1 Tell a Grown-Up

If someone is being unkind or hurting you or someone else over and over.
tell a teacher or any adult you trust at school.

Remember: **We will always listen, *believe*, and act.**

3 Families Are Told

If it keeps happening, your teacher will call the families of the person being bullied and the person doing the bullying.
Everything will be written down.

4 Support Plans

We'll make a support plan to help the person doing bullying change their behaviour – and to help the person being bullied **feel safe and happy.**

6 Time Out

If bullying still continues, the person bullying may have to **take a break from class** (called internal exclusion).

We'll also meet with b both sets of parents.

6 Extra Help

If things are really tricky, we might bring in experts (like Place 2Be) to give more support

Be Kind – Be Brave – Speak Up

If you or a friend is being bullied, don't wait –

TELL AN ADULT

Everyone deserves to feel safe and happy at school.