



Introduction

At Peafield Lane Academy our core values are:

Citizenship:

Focusing, not on the results our children can attain by the time they reach the end of year 6 but on the people they will become as they move on through their lives. Developing children's self-esteem so that they have a genuine feeling of self-worth and an appreciation of their role in society. There is a strong emphasis on circle times, developing an understanding of a person's role in society.

Aspiration:

Focusing, not on the results our children can attain by the time they reach the end of year 6 but on the people they will become as they move on through their lives. Developing children's self-esteem so that they have a genuine feeling of self-worth and an appreciation of their role in society. There is a strong emphasis on circle times, developing an understanding of a person's role in society.

Responsibility:

People who are responsible for themselves, their actions and for others around them. When one child falls over in the playground another will pick them up and brush them down. The children at Peafield Lane genuinely care for each other and for their environment. If a coat is on the floor in the cloakrooms another child will pick it up. Children take a pride in their work and that of others. They are able to reflect on their own work and can suggest and facilitate improvement.

Enjoyment:

Coming to school should be fun. We understand that to get the most out of life a person needs to enjoy it. The school makes no apology for the fact that if the weather is great, we may sometimes choose to go outside and play! Effort is put into making lessons enjoyable and encouraging large and fluid groups of friends. If a child is not worried about who they are going to play with at break time and looks forward to being in school then they can give their full attention to working hard in lessons that are exciting, interesting and relevant.

At Peafield Lane we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

We encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.



Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2023) and was formulated in consultation with the whole school community with input from:

- Members of staff - (though regular agenda items at staff meetings, consultation documents, surveys)
- Governors – (discussions at governors meetings, training,)
- Parents/carers – (parents will be encouraged to contribute by taking part in written consultations, parent meetings, parent focus groups producing a shorter parents’ guide)
- Children and young people – (pupils contribute to the development of the policy through the school council, circle time discussions etc.)

This policy is available:

- Online at www.peafieldlaneacademy.co.uk/aboutus/keyinformation/policies
- From the school office

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

Roles and Responsibilities

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school’s Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher has overall responsibility for Anti-Bullying at our school. They are responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator (in our school is Corey Nightingale (Deputy Headteacher and Behaviour Lead). The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The Designated Safeguarding Lead (DSL) and their Deputies in our school are Chris Heathcote (DSL), Lisa Evans and Corey Nightingale.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.



The nominated Governor with responsibility for Anti-Bullying and Behaviour is **Di Wise**.

What is bullying?

At Peafield Lane we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.”

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

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 (S.T.O.P – **S**everal **T**imes **O**n **P**urpose)

We also recognise that incidents may occur between pupils, which may not be deemed as ‘bullying’ but still require support or intervention from trusted adults. These incidents may be referred to as ‘relational conflicts’ or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually), pupils who witness these incidents/behaviours are often referred to as ‘bystanders’.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).



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 behaviour look like?

At Peafield Lane we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved.

Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation

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, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events such as Anti-Bullying Week and Black History Month and we actively promote values of respect, equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when



they enter secondary school and beyond in the world of work or further study. **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 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. This may also be used to taunt young people who are different in some way 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.

Racist bullying and using racist language

Racist language includes terms of abuse used towards people because of their race/ethnicity/nationality. 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 parents/carers.

- Homophobic bullying and using homophobic language
- Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also 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 have gay friends, family members or their parents/carers are gay.

We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender



- They do not fit with traditional gender norms (e.g. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

Where does bullying take place?

At Peafield Lane, we understand that bullying is not confined to the school premises. Bullying can take place outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

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 parents/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 e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.



How to report bullying concerns

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders).

- Tell someone.
- If you cannot talk to a member of staff speak to a parent, relative or friend who can then speak to a member of staff in school on your behalf. ALL bullying issues will be investigated fully by school staff and you should not attempt to deal with the situation yourself (or on behalf of someone else)
- Report incidents in person, by telephone 01623 460366, by e-mail office@peafieldlaneacademy.co.uk or by letter addressed to the anti-bullying co-ordinator.

Staff are regularly reminded of the appropriate steps and procedures to take through safeguarding updates and CPD, children are reminded through regular Healthy Bodies, Healthy Minds lessons, whole school work, class assemblies and school assemblies. Additionally, there is a particular focus every year during Anti-Bullying Week to bring it to the forefront of staff, pupils, and parents minds.

We can encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk, then staff cannot keep the information confidential. Staff will need to use their judgement as to how to speak to the pupil about this.

The systems of reporting bullying are as follows:

Children and young people in school:

- Are able to report incidents of bullying through any of their teachers and support staff. This can be done verbally or if required, written.
- In cases where it is clear bullying is taking place, incidents will be recorded on the official school recording system (CPOMS) and these will be dealt with by the anti-bullying coordinator or SLT.
- Where it is unclear, records will be kept in on ScholarPack so that a picture can be built up if the behaviour is ongoing.

Parents/carers:

- Can talk about their concerns to teachers, support staff or reception staff who have been trained in school systems and procedures and are clear about steps to be taken.
- In cases where it is clear bullying is taking place, incidents will be recorded on the official school recording system (CPOMS) and these will be dealt with by the anti-bullying coordinator or SLT.
- Where it is unclear, records will be kept on ScholarPack so that a picture can be built up if the behaviour is ongoing.
- Parents should have confidence that staff will act promptly, take the concern seriously and report progress to parents.



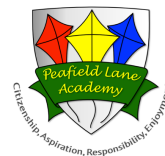
- Parents should be clear about how to take further action if they do not feel that their concern has been properly addressed (by following the school's complaints procedure which is available online or from the school office).

Staff and visitors:

- Are able and have the right and responsibility for reporting incidents of bullying through other members of staff, governors, union representatives and through the SLT. This includes support staff, midday supervisors, site manager, office staff and visitors.
- Staff have received updated CPD and are aware of the procedures to follow in school.
- Visitors are handed a safe-guarding leaflet upon arrival, and this information is covered within that.

Procedures

- There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately and investigated involving all parties in line with this policy. The staff are aware of and follow the same procedures.
- All parties will be interviewed
- Serious incidents will be recorded on the official school recording system (CPOMs). All staff have access to this, copies can also be obtained from the school office
- In serious cases, parents of all parties will be informed and will be required to come to a meeting to discuss the problem
- Parents will be asked to work with and support the school to achieve a positive outcome for all concerned
- The school will direct parents to outside agencies if requested or required
- A range of responses appropriate to the situation will be used and monitored: solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Any sanction will be in line with the school's behaviour policy and will include what actions may be taken if bullying persists. These will be discussed by all parties. However sometimes further interventions for individual children are confidential to that child and family so may not be discussed in full with others.
- Having a clear complaints' procedure for parents/carers who are not satisfied with the school's actions
- We will follow up all incidents especially keeping in touch with the person who reported the situation and, where parents/carers have been involved, they will be kept informed
- Ongoing support for the victim and the bully-the bullying behaviour or threats of bullying will be investigated and the bullying stopped quickly
- If the bullying persists, the school may consider the use of suspension or exclusion
- The Education and Inspectors Act 2006(EIA 2006) outlines some legal powers which relate more directly to cyber-bullying. Head teachers have the power 'to such an extent as is reasonable' to regulate the conduct of pupils when they are off site. The EIA also provides a defence for school staff in confiscating items such as mobile phones from pupils. *Cyber-bullying A Whole School Community issue. DSCF-00685-2007



- In serious cases of bullying, a report will be made to Governors and a copy of this kept on the children's file. We may also refer to external agencies for further advice or support.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident and shared with a member of the Senior Leadership Team. Details of the incident will then be stored internally.

Information stored in school will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. The policy will be reviewed and updated annually and any trends identified from the previous year's information may be passed onto governors as part of the annual report.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Peafield Lane Academy have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

1. Include here your strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements. For example: -
 - Involvement in Anti-bullying unit – Anti-Bullying Week in November.
 - PSHE/Citizenship lessons drop down days and cross curriculum themes.
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice, school council
 - Peer mentoring schemes and/or Playground Buddying and other student lead initiatives
2. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice
 - Counselling and/or Mediation schemes
 - Small group work
3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour
4. Support for parents/carers
 - Parent groups
 - Parent information events/information
5. Support for all school staff
 - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and e-safety

Peafield Lane Academy **Anti-Bullying**

Published: September 2023

Review Date: September 2024

Compiled by: Chris Heathcote



Equalities policy	Prejudice related crime (homophobia, race, religion and culture and SEN/disability)
Confidentiality Policy	Reporting and recording
PSHE/ RSHE	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response

Monitoring and Review

This policy is reviewed and evaluated throughout the academic year. It is updated annually.