Intake Farm Primary School

Anti-Bullying Statement

Definition of Bullying

Behaviour by an individual or by a group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can take many forms and is often motivated by prejudice.

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.

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 can include:
• name calling
• taunting
• mocking
• making offensive comments
• physical assault
• taking or damaging belongings
• cyber/online bullying - inappropriate or offensive text messaging and e-mailing; sending offensive or degrading images by phone or via the internet
• producing offensive graffiti
• gossiping and spreading hurtful and untruthful rumours
• excluding people from groups.

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?

Specific types of bullying include:
• Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
• bullying related to appearance or health
• bullying of young carers or looked after children or otherwise related to home circumstances
• sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

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.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. 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.

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into further education.

Cyberbullying/online bullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying/online bullying occur outside school, we will offer support and guidance to parents and their children who experience online bullying and will treat cyberbullying the same way as any other forms of bullying.

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

Reporting and responding to bullying

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). In the first instance, Julian Fieldwick the Headteacher should be approached at any time it is seen to occur or if someone is exposed to it.

Procedures

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

♣ Interviewing all parties.
♣ Informing parents.
♣ Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These should be graded according to the seriousness of the incident but should send out a message that bullying is unacceptable.
♣ Responses may also vary according to the type of bullying and may involve other agencies where appropriate.

♣ Follow-up, especially keeping in touch with the person who reported the situation, parents/carers.
♣ A range of responses and support appropriate to the situation which may include - solution-focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
♣ Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.
♣ Using the EHAF process where appropriate to involve other agencies who may be able to support.

Julian Fieldwick - Headteacher.

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