



**CASTLEFORD
PARK JUNIOR ACADEMY**

Anti-Bullying Policy

Castleford Park Junior Academy

April 2022

Version 3

April 2022 – updated with harmful sexual behaviour information

Review Date : April 2023



Castleford Park Junior Academy Anti-Bullying Policy

At Park Junior Academy we strive to provide a caring, kind ethos where everyone in the school community feels safe, confident, valued and respected. We promote an environment where everyone can live and work together in a supportive way that enables all to reach their full potential - emotionally, socially and intellectually. We celebrate diversity and difference as part of the rich nature of our heritage and community in accordance with the Equality Act 2010. Regular training for all staff members reflects and supports this ethos and ensures that staff are aware of the importance of advancing equality of opportunity for pupils and staff who are categorised as having protected characteristics.

This policy aims to help children grow in a safe and secure environment and to become positive, responsible and increasingly independent members of our community. We have the following key guidelines that allow everyone to work together in an effective and considerate way. All pupils know that bullying will not be tolerated and is unacceptable - in all its forms. All staff understand the long-lasting impact that bullying can have on a child's mental health.

Bullying is defined as deliberately hurtful behaviour, repeated regularly over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet; coercive control either online or at school, or harmful sexual behaviour), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

However it manifests itself, bullying will not be tolerated at Castleford Park Junior Academy.

This policy is designed to ensure that as a school we are alert to signs of bullying and act promptly and firmly against it. As a school we strive to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour, where pupils understand the way that they should respect others and the importance of tolerance. Our pastoral mentors regularly monitor and support pupils at social times, to ensure that possible scenarios that could escalate into bullying behaviour are quickly addressed
- Practise zero tolerance where bullying is concerned, ensuring there are fair and consistent consequences for the perpetrator taking into account any special needs, or disability issues the child may have. If the bullying has caused 'reasonable harm' it will be treated as a safeguarding incident and the local child protection team will also be contacted
- Inform pupils and parents of the school's expectations and foster a productive partnership, which helps maintain a bully-free environment.

- Ensure staff are aware of their role in fostering the knowledge and attitudes which will be required to achieve the above aims.
- Ensure pupils feel confident about talking to members of staff about their worries and concerns and know that they will be taken seriously
- Educate pupils about the type of language they use and why certain language is offensive and hurtful. Where pupils do not understand this, this will always be the first approach and will also involve communication with their family to reinforce the important points
- Evaluative, contextual safeguarding review regularly to ensure all areas of the school community are monitored to ensure that opportunity for bullying is minimised
- **Consider extra-familial harm when evaluating how safe our pupils are, incorporating such evaluation into risk assessments and safeguarding procedures for the individual where appropriate**
- **Where patterns arise, we will ensure that our PSHCE and assembly curriculum incorporates teaching that addresses this at an appropriate level for each year group**

Whole School and Individual Staff Responsibilities

- Establish school rules within classrooms and across the school which demonstrate positive, caring behaviour and exemplify this at all times
- Build a culture where the importance of being respectful and valuing others is discussed often by children and adults and always modelled and expected. We encourage every school member to have an active voice and be alert for possible places in school where bullying *could* happen, taking action to eliminate the risk
- Establish and train 'Playground Friends' and 'Anti-Bullying Ambassadors' to help pupils communicate effectively with each other on the playground, referring to an adult if this intervention is required
- Never ignore suspected bullying, or make premature assumptions.
- Listen carefully to all accounts and investigate as fully as possible to ensure all parties feel that their opinion has been fairly considered
- Inform the parent/carer of the victim and the perpetrator in the event of racial harassment, physical harm or sustained bullying
- Adopt a problem-solving and restorative approach which moves pupils on from justifying themselves and aims to resolve the problem in a way that suits all parties (Restorative Practice - see our policy)
- Follow-up repeatedly, checking bullying has not resumed and that intervention has been effective
- Use of a range of teaching and learning styles and strategies which challenge bullying and intolerance of any kind
- Use interventions which are least intrusive and most effective to support both the victim and perpetrator
- Keep up to date with social media and online trends that could impact upon pupil wellbeing and safety whilst at school
- Continually reinforce positive messages - inviting in visitors, educating as part of the curriculum, praising kindness, tolerance and understanding, addressing events in the news
- School will at a minimum ensure that children learn about:
 - Healthy and respectful relationships
 - What respectful behaviour looks like
 - Consent
 - Gender stereotyping, gender roles and equality
 - Body confidence and self-esteem
 - What prejudiced behaviour looks like and how to eliminate/stand up to it
 - That sexual violence and sexual harassment is always wrong - addressing any cultural beliefs that undermine this

Resources and Materials

The provision of good quality materials and resources to support discussion in the classroom is high priority. Curriculum resources will:

- Reflect the reality of an ethnically and culturally diverse society
- Reflect a variety of viewpoints and encourage pupils to understand and explore these
- Show positive images of males and females in society, and reflect non-stereotypical images of all groups in a global context
- Include materials to raise awareness of all protected characteristics
- Be equally accessible to all members of the school community consistent with health and safety
- Not include implicitly or explicitly racist or sexist materials

Language

We recognise that it is important that all members of the school community use appropriate language which:

- Does not transmit or confirm stereotypes
- Does not offend
- Creates and enhances positive images of all groups of pupils
- Creates the conditions for all people to develop their self-esteem, confidence and motivation to achieve
- Use correct terminology in referring to particular groups or individuals

Support for Parents

When parents raise a concern that their child is being bullied, it will be taken seriously and investigated thoroughly. In the first instance, it is important that the member of staff dealing with the incident gains a fair and accurate account of what has taken place, speaking to all children involved. This may take time but is important in order to ensure the outcome is thorough and fair. The children's feelings and wishes will be considered during this time, so that they are protected, as far as possible, from any more upset.

Throughout investigation and when agreeing next actions, parents will be kept informed of what is taking place, how it is proposed to be dealt with and we will work with the parent to ensure that they are satisfied with the course of action put in place.

The same procedures will apply if a parent reports bullying that has happened away from the school premises.

Procedures and Recording

Recording incidents is vital as it allows school staff to identify patterns of behaviour, as often what is perceived initially to be a trivial incident, may be part of a number of incidents which are serious for the individual child. All reported incidents will be investigated immediately by an appropriate member of staff.

The following steps will be taken when dealing with any incident:

- Listen to the child (and parent) reporting the incident and make sure that they feel that their concerns are being taken seriously.
- Check earlier reports and CPOMS to establish if there are any previous incidents involving the same children and gain a fair understanding of the situation from all parties involved.
- Record the incident on CPOMS that will alert all staff involved with the child.
- Children and parents must feel that their complaint has been dealt with properly.
- The record is then in place if any other incidents occur involving the same people.
- If the incident involves racism, or understood racist intent towards any group, this will be reported as a hate crime to the local authority as well as being dealt with in school.

Once a reported incident of bullying has been logged on CPOMs the SLT- supported by the Inclusion Team - may decide to do a thorough investigation involving all parties, which will be undertaken and recorded. After this has taken place, a decision should be made as to whether a case of bullying is taking place. If this is the case, the parents of the perpetrator will be invited to discuss the situation with the Headteacher or a member of the Senior Leadership Team and a conference may be called where all parties involved sit down together to decide on an appropriate solution. Parents of the bullied child will be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with a member of staff without fear of the situation recurring
- Reassurance and offering of continual support - using a peer mentoring system to help them feel happy and secure when coming to school
- Their own opinion will be considered carefully and where reasonable, the actions that they wish school should take will be taken into account when deciding next steps
- Support to restore self-esteem and confidence
- Possible mentor or ELSA referral to be completed to support the child emotionally

Pupils who have bullied will be supported by:

- A right of reply and staff who will treat them fairly and investigate the situation fully
- Staff who will establish the wrong doing and ensure the pupil understands their need to change - including giving an appropriate consequence
- Restorative work to help the pupil(s) understand the impact and consequences of their actions through possible mentoring or ELSA work
- Informing parents or guardians to help change the attitude of the pupil.

School will continually raise awareness of the importance of inclusion and the actions that create a warm and effective community in PSHE, assemblies and a range of subject areas, in an attempt to eradicate negative behaviour and create an atmosphere of tolerance and respect for all - as highlighted in our Key Rules and behaviour policy.

Incidents of bullying outside the school's premises

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims that we are there to support them and help where we can if they tell us.

Actions the school could take, if deemed appropriate, include:

- talking to the local police about the problems within the Community
- talking to the Headteachers of the schools whose pupils are involved in bullying off the premises
- Alerting relevant parents to the situation that has been brought to the teacher's attention

Cyber Bullying

Bullying can also take place via text message and other means of 'cyber communication'. This often happens out of school hours, but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously. Pupils and parents are advised to keep any messages that constitute 'bullying' behaviour and bring them into school for further discussion/investigation.

It is also important that parents of the perpetrator be informed that under the 'Malicious Communications Act 1988' any person who sends an electronic communication which conveys a message that is indecent or grossly offensive is guilty of an offence if their purpose of sending it was to cause distress and anxiety to the recipient. If such behaviour takes place more than once, it will be reported to the police by school staff.

School staff are also within their rights to seize any mobile phones that they feel have been used for 'cyber bullying' and to examine data or files (although not indecent images) where there is reason to do so. They may also be handed over to the police after considering the nature of the files, or considering what is found on the mobile phone.

We recognise that cyber bullying can exacerbate feelings of anxiety and a reduction in self-esteem for pupils - particularly where they feel that they cannot get away from the problem - as it cannot be left at school. School offer a range of support mechanisms for pupils suffering from anxiety, or emotional upset as a result of messages and exchanges on social media. Mentoring and Emotional Literacy Support will be offered to such pupils to help combat such feelings.

Where cyber bullying is a concern, school are able to investigate and act in the same way as when an incident occurs within school but they will also require support and compliance from parents - creating an agreement to eliminate further possibility of cyber bullying in an attempt to support perpetrator and victim.

Sexual Violence and Sexual Harassment

Sexual harassment and peer on peer abuse can include:

- Telling stories, making lewd comments, making sexualised remarks about clothing, or appearance
- Sexual taunting or jokes; sexting (youth produced sexual imagery)
- Physical behaviour such as deliberately brushing against someone, interfering with someone's clothes, upskirting, or displaying inappropriate pictures
- Can take place online - sharing images and videos, sexualised online bullying, unwanted comments and messages, coercion or threats
- Bullying (including cyberbullying)
- Physical abuse such as hitting, kicking, shaking, biting or otherwise causing physical harm
- Initiating/hazing type violence and rituals

All staff have had training to help them understand what sexual harassment between peers, might look like in the primary classroom. **We provide strong messages that such behaviour will not be tolerated through a robust SRE curriculum that is reinforced throughout school.** We may also take supportive action to uphold a particular groups' equality status if this is needed. This reinforces respect, the need for personal space and what is appropriate touch at any age. School uses the Brook Traffic Light Tool to risk assess the behaviour of pupils within school that could be considered risky or dangerous and could lead to harmful sexual behaviour. This then leads to individual risk assessments and procedures being put in place in order to safeguard a particular individual, or groups of pupils.

Particularly close monitoring of pupils with SEND need and pupils who identify as LGBTQ will take place in order to ensure that any perceived vulnerabilities they may have will not result in harassment.

All reports of sexual violence, or harassment, will be taken extremely seriously and will be reported following DFE guidance and procedures. The NSPCC helpline will also be utilised to ensure staff have taken all considerations into account: 0800 136 663

Where a case of sexual harassment is reported, the child will be listened to carefully, will be reassured that they will be supported and kept safe, before everything that they have said is recorded for further investigation. The victim(s) will not feel like they are creating a problem, reporting sexual violence or harassment and will never be made to feel ashamed for making a report - we know that we are being trusted by this child and will act respectfully and supportively accordingly.

We will not promise confidentiality at this stage, as it is likely that what is reported will need to be shared with appropriate adults. We will listen to the child carefully, being non-judgmental and

only asking open questions to clarify what is needed as relevant information. We will write a thorough summary after disclosure of the facts as the child has presented them but will not do this whilst talking to the child, so that they are aware that they have our full and undivided attention and support.

School will consider the following things very carefully when deciding the most appropriate next action:

- The wishes of the victim - how do they want to proceed? Victims should feel in control of the situation as much as reasonably possible
- If the report and disclosure can be managed by two staff members together where appropriate to support with checking factual accuracy afterwards
- The nature of the alleged incident(s) - including whether a crime has been committed; whether it is a one-off or is a sustained pattern of abuse
- The age and developmental stage of the children involved - considering whether they understood the gravity of the situation
- Whether any power imbalance is evident between perpetrator and victim
- Whether there are any ongoing risks to the victim, other children, or staff in school
- Be aware of any searching, screening and confiscation advice where there is an online element
- Other related issues such as contextual safeguarding - do areas of the school need further supervision whilst the issue continues or at all times?
- An immediate risk and needs assessment will take place, particularly considering whether the victim is part of a particularly vulnerable group (see appendix two)
- Will the victim need ongoing support and intervention that school can arrange and support the family with?

School will also have a responsibility towards safeguarding and supporting the alleged perpetrator and will need to:

- Provide them with an education, safeguarding support as appropriate and implement disciplinary sanctions necessary
- Consider proportionality and age/stage and the stress they may experience
- Investigate unmet need as harmful sexual behaviour can be an indicator of exposure to their own abuse, or abusive practices or materials outside school

Staff also know that they can make use of the help@nspcc.org.uk helpline for further advice Or can contact the Anti-Bullying Alliance for further guidance and support.

Adult Bullying

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community they must report this to the Headteacher immediately.

On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- parents approaching other parents in groups
- inappropriate verbal exchanges in front of pupils
- a breakdown in communication

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents in the playground is not acceptable and could be viewed as adult bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

The following documents are accessible on our website to supplement our anti-bullying policy:

- Advice for parents on cyber bullying - published November 2014
- Advice for Headteachers and school staff on cyber bullying - published November 2014
- Sexual violence and sexual harassment between children in schools and colleges - published May 2018
- Mental health and behaviour in schools - published May 2018

Appendix One

Responding to homophobic/biphobic/transphobic bullying and other prejudiced language:

Even if lesbian, gay, bisexual and transgender pupils and students are not directly experiencing bullying they are learning in an environment where homophobic language and comments are commonplace. According to Stonewall's The School Report (2012), 96% of gay pupils hear homophobic remarks such as 'poof' or 'lezza' used in school. Almost all,

(99%) hear the phrases "that's so gay" or "you're so gay" in school. If homophobic language is allowed to persist it is likely to encourage homophobic bullying.

'The misuse of the word 'gay' meant that it was only when I was sixteen I knew what the word really meant. I think it's important that teachers challenge the use of the word 'gay' as a negative term. They should encourage kids to use other words as an alternative, such as 'rubbish'. By doing this, pupils will (hopefully) realise the potential impact it can have on the pupils who are lesbian or gay, or questioning their sexuality.' Joe, Allsorts

Some key skills and tips for challenging prejudice

- Ensure you are aware of school policy and that you follow school policy and legal requirements such as reporting racist incidents
- Challenge all incidents, behaviour and language and be seen to be doing this
- Be calm and constructive (responding and helping to build skills). Take time, remain silent if you are upset or angry, until you regain control
- If appropriate, remove the pupil from an audience or the scene of an incident, although be clear with the whole group that the language / behaviour was unacceptable
- Role model how to challenge/how to take a stand in a non-aggressive way so that the group can be effective without you
- Be mindful of what happens next with friendships and other spin-offs
- Show that you are delaying judgement (in some cases) by asking questions
- Allow them space to reflect on what they have just said or done
- Give them a chance to back-track: self-justify, own or modify their behaviour
- Be critical of behaviour and language, but not of individuals - allowing the challenged child/person to still feel able to move on after an understanding has been reached
- Build a sense of empathy, co-operation and shared rules "we all agreed..." "how would you feel if..." Linking back to ground rules at all times
- Be firm and clear about diversity and rights - and what is not acceptable.
- Show upset and hurt if appropriate
- Search for the personal, individual concerns which may lie behind the words that have been used
- Use stories/scenarios as distancing techniques - to help find solutions to issues that have arisen within the group
- If required by school policy / the law record the incident for monitoring purposes and report to relevant school personnel.

Guide to challenging homo/bi/transphobic/sexist language & gender stereotyping: a range of responses

All prejudiced language should be challenged and how that challenge is made will depend on the circumstances of the incident, the severity of the incident, who it involves, where it takes place and the intention behind the comment. This script can be adapted for use in challenging all forms of prejudice.

A Institutional response

In our school we always try to be kind to each other and when you use 'gay' like that it is unkind.

In our school we treat everyone with respect and when you use 'gay' like that it is disrespectful of gay and lesbian people.

The ground-rules we agreed at the beginning of the session said we would show respect to each other.

Some people would find that word insulting so it's not ok to use it at our school.

The anti-bullying policy says that homo/bi/transphobic language is not tolerated.

The school policy says that we are all responsible for making this a safe place for everyone. That kind of language is homo/bi/transphobic and makes people feel unsafe.

Therefore, it is unacceptable.

It's really important that at this school people feel able to express their gender however they feel comfortable, so we try to avoid gender stereotypes.

At this school we want to recognise every pupil's strengths and we don't want people to feel limited by expectations that relate to their gender.

B Question

What do you think that word means?

What makes you think that?

Do you realise that what you said is homo/bi/transphobic?

Can you explain what you mean by calling that 'gay'?

That word is an insulting term for someone who is transgender. Do you know what it means to be transgender?

How would you feel if someone spoke about you in that way?

Do you know what a gender stereotype is? Can you think of why some people might be upset when they hear them at school?

C Confront

Language like that is not acceptable.

You might not think that remark is offensive, but many would.

What you are saying presents a very stereotypical view of what men and women are like.

When you do that it means that people who don't fit into your way of seeing things can feel left out or ashamed.

D Personal response

I'm not happy with what you said.

Homo/bi/transphobic/sexist language offends me. I don't want to hear it again.

What you've said really disappoints/disturbs/upsets/angers me. I hoped you would recognise that it is important to treat everyone with respect and that it is therefore wrong to use such homo/bi/transphobic language.

Taken from:

'Bullying and prejudice-based incident recording and reporting guidance for Brighton & Hove Schools', Brighton & Hove City Council, 2014

Developed by:
Brighton & Hove City Council and Allsorts Youth Project

Appendix Two:

Sexual Violence/Sexual harassment risk assessment – CPJA



NSPCC helpline: 0800 136 663

Name:	Year group & DOB:	Parental contact:
Any vulnerabilities known of?	Any professionals already involved?:	

Always work under the following two principles:

- School staff must work to safeguard and prioritise the needs of the child (both victim and perpetrator)
- Sexual violence and sexual harassment is not acceptable and will not be tolerated

Checklist:	Response:	Next Steps:
What are the wishes of the victim? What do they want to happen and what support do they want? <i>(This can not always be honoured but should be taken into account and parent wishes also)</i>		
What is the nature of the alleged incident? Has a crime been committed?		
Age and stage of development of children involved:		
Is there evidence of a power imbalance between the victim and the perpetrator?		
Is this a one-off incident or is it part of a		

sustained pattern?		
Are there ongoing risks to the victim and/or other children/adults?		
Contextual safeguarding...Are parents/Is school able to keep the child safe? Could other factors continue to put the child at risk? Eg. Is it going to be distressing for the victim if still in contact with (direct/indirect) the alleged perpetrator?		

The four likely scenarios when managing an allegation of this nature:


1. **Manage internally:** If it is one-off incident or school determine that the children involved do not need additional support/intervention. That it can be managed appropriately through school behaviour policies and sanctions. All details should be recorded carefully. Parents are informed.
2. **Early Help:** Children do not require statutory intervention but do require Early Help support. All details should be recorded carefully. Parents are informed.
3. **Referral to Children's Social Care:** Where a child has been harmed, is at risk of harm, or is in immediate danger a referral should be made. Parents should statutorily be informed at this point. The social worker will then work with school to conduct an investigation and see if statutory assessment is necessary. Schools should not wait for the outcome of an investigation before protecting the children involved. All concerns, decisions and reasons should be recorded in detail.
4. **Reporting to the police:** Normally this would take place in parallel with a referral to social care direct. Follow the local process for referrals. Where a report of rape, assault by penetration, or sexual assault is made, it should be passed on to the police. Even if the child is under 10, the police will seek welfare support for this child, rather than criminal proceedings. School and the parent should support the child in any decision that they make. If the police do not take further action, specialist support for the victim still needs to be put in place by school and social care.

Monitoring, Evaluation and Review of this policy will take place annually as part of the Safeguarding programme.
Version 2 April 2021 - updated by KL - peer on peer abuse information updated

Signed  _____

Date: April 22

Miss K. Law Headteacher

Signed  _____

Date: April 22

Mrs T Sycamore Chair of Governors