

TANKERSLEY C of E (A)
PRIMARY SCHOOL

ANTI-BULLYING POLICY



**A CELEBRATION AND
REFLECTIVE UNDERSTANDING
OF OUR SCHOOL'S AIMS,
REGARDING
BEHAVIOUR AND SAFETY**

“To develop a love of learning in a Christian environment”

Anti-Bullying Policy

At Tankersley St Peter's C of E (A) Primary School we have full regard of our duties under the 2010 Equality Act. Our Anti-Bullying Policy outlines our responsibilities and duties to eliminate discrimination, ensure equality of opportunity and continually promote excellent relations.

Introduction

As a Church of England Primary School, we believe that this policy is underpinned by our vision of *'A love of learning developed in a Christian environment'* and our school aims of *'Aiming High, Self Belief, Community Spirit, Enterprise, Enquiry and Respect.'*

This policy is to inform everybody about the school procedures we follow to prevent and deal with bullying at Tankersley C of E (A) Primary school. It outlines our definition of bullying, reporting and recording procedures, our responses to bullying and how we aim to prevent bullying.

The main Aims and purposes of our Anti Bullying Policy:

- To reinforce within the school community that no form of bullying is acceptable.
- Everyone within our school community to be alert to signs and evidence of bullying whether as observer or the person being bullied.
- To ensure that the whole school community is clear that we are a "telling school."
- To ensure that all reported incidents of bullying are followed up.
- To seek parental, peer-group and community support / co-operation at all times.

The pupil version of our Anti bullying Policy is also shared with all pupils in the form of a leaflet, which is displayed in every classroom.

Vision statement

Our policy intends to ensure that pupil's well-being is central to everything that we aim to do in school. At Tankersley C of E (A) Primary school we regard bullying as very serious and we do not tolerate it. We believe that all of our children and staff have the right to feel happy and secure in school. We are committed to minimising incidents of bullying and effectively dealing with any bullying incidents. We aim to promote tolerance and kindness in school, through our daily interactions, activities, Christian attribute beads and school ethos. Positive behaviour management is an important part of our daily school life and is seen to be a whole school approach, including teachers, support staff, parents/carers, children and governors.

At Tankersley C of E (A) Primary School we believe that our children will thrive, love learning and achieve well, as a result of being safe, healthy and part of a positive environment where staff and children are able to work and learn effectively to achieve their potential. This is underpinned by our high expectations for children's spiritual, moral, social and cultural development, whilst promoting British values and an outward looking ethos.

We believe that all individual's rights and responsibilities are paramount, as are the contributions that our school makes to the local and global community. We also have a responsibility for children's ultimate achievement of economic well-being.

This Anti-Bullying Policy relates to our other policies on Inclusion, Positive Behaviour, Safeguarding and Child Protection, PREVENT, Equality and Diversity, SEND, Acceptable Use and E-safety, as well as PSHCE and SEAL which are linked to our Anti-Bullying approach.

Definition

This definition of bullying has been written in agreement with staff, parents, pupils and governors. The school council has also agreed on this, as outlined in our Tankersley Primary Anti-Bullying Pupil's Policy.

Bullying is a behaviour by an individual or group, usually **repeated** over time, that intentionally hurts another individual or group, being either physical, verbal, emotional and/or psychological. Occasionally the distress this causes is not consciously intended by all of those who are responsible.

Bullying is based on the imbalance of power and can be intended to hurt, intimidate, frighten, harm or exclude and it can be direct or indirect. At Tankersley C of E (A) Primary School we are aware that not all conflict between children is bullying. Children of a similar age or size may have arguments or fight, without imbalance of power, repetition and / or intent. It is our duty to deal quickly and effectively with any conflicts, to make sure that situations do not escalate and that bullying does not develop. Our school recognises the importance of recording ongoing incidents to build up a picture and to intervene promptly and appropriately according to the situation. Bullying leaves someone feeling helpless to prevent it or put a stop to it. It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

Bullying can be explained to pupils as a person or group of people who make you feel:

- 'Badly different', alone, unimportant and/or unvalued
- Physically and/or mentally hurt or distressed
- Unsafe and/or frightened
- Unable to do well and achieve
- Unable to see a positive future for yourself

Who can be bullied?

Tankersley St Peter's Primary recognises that bullying occurs across all backgrounds, religions, cultures, races and genders. Bullying can be experienced by child-to-child, adult-to-adult (staff or parent/carer), adult-to-child or child-to-adult. It can be linked to SEN or disabilities, appearances, health conditions, sexual orientation, sexist, sexual bullying or home circumstances. Bullying can occur outside of the school day.

Specific types of bullying behaviour other than verbal and physical:

Bullying can be face to face or through electronic means. It can involve extortion.

Cyber Bullying – See also our Internet and e-safety policy

Cyber bullying involves all forms of electronic bullying. It is when a person, or a group of people, use the internet, mobiles phones or other digital technologies to threaten, tease / abuse someone, for example:

- **Social networking sites** Posting inappropriate or hurtful images/photos on Snapchat, Instagram or apps. Videos, texts and uploads posted.
- **Sending abusive emails** to someone, or to a group of people, who may then join in the bullying. Sending inappropriate videos and other content or computer viruses by email.
- **Instant messaging and chatrooms** Using instant messaging and chatrooms to send threatening or abusive messages to someone and asking others to join in.
- **Mobile phones** Sending abusive text, video or photo messages as well as sharing videos of physical attacks on individuals.
- **Abusing personal information** Posting photos, personal information or fake comments and blogs on websites where they can be seen by anyone without your permission. Creating fake profiles for people or leaving abusive messages on existing profiles for others to see.

At Tankersley St Peter's C of E (A) Primary School, we recognise that the disinhibiting effect of the screen and the instant audience is a conducive platform for bullying. Our school is committed to delivering an ongoing age appropriate online safety curriculum, which changes to accommodate the developing child. It is our responsibility to help prevent bullying through this curriculum and to have open discussions about safe use of technologies, for example the rules of

taking photos of one another. The aim is to support children's self-esteem, assertiveness and participation, whilst developing friendships. Children are more likely to report the misuse of technology in an environment where positive use is promoted.

What should pupils do if they are subjected to cyber bullying?

- Tell an adult in school
- Don't reply to any messages received
- Keep a copy of abusive emails, texts or messages that they receive and log when they were sent
- Never give out any personal details on the internet such as their real name, address, age or telephone number

Prejudice driven behaviours

Bullying involving children with special educational needs and disabilities

Children with SEN and disabilities are a diverse population. They have many skills and talents. They also have a wide range of very different needs. This includes children with complex health needs, children with learning disabilities, children with sensory impairments and children with social and behavioural needs. Some of these children will require support in school, some will not. For all children with SEN and disabilities, discrimination based on their needs can be a challenge. Children with SEN and disabilities may:

- be adversely affected by negative attitudes to disability and perceptions of difference
- find it more difficult to resist bullies
- be more isolated, not have many friends
- not understand that what is happening to them is bullying
- have difficulties telling people about bullying

Health conditions or appearance

Children with some health conditions may be bullied as a result of a specific condition or bullying may be related to their appearance or home circumstances.

Racist, religious and cultural bullying

The Stephen Lawrence Inquiry, 1999, defined racism as:

Conduct or words or practices which disadvantage or advantage people because of their colour, culture or ethnic origin.

Racist, religious and cultural bullying is:

- When a person is teased or called names because of their culture or the colour of their skin, their religion, the country they come from, their language and the way they talk, the food they eat, clothes they wear or their background.
- When people are stereotyped by their colour or religion
- When a person is rejected or excluded from a group because of their colour or religion
- When people make fun of a person's family
- When a person is treated unfairly because of their way of life.

All instances of racist bullying in school are racist incidents. Not all racist incidents, however, are necessarily instances of racist bullying.

Homophobic bullying

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual people, or against those perceived to be lesbian, gay or bisexual. It can also be targeted towards pupils who are seen to be "different" in some other way, for example, because they may be considered shy by other pupils. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

Sexual or Sexist bullying

Sexual bullying is a serious issue that needs to be tackled. Although there is no official definition, sexual bullying is a behaviour, physical or non-physical, where sexuality or gender is used as a weapon against another. Sexual bullying is any behaviour which degrades someone, singles someone out by the use of sexual language, gestures or violence, and victimising someone for their appearance. Sexual bullying is also pressure to act promiscuously and to act in a way that makes others uncomfortable. Sexist bullying can be defined as bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

PROCEDURES FOR DEALING WITH INCIDENTS AT TANKERSLEY SCHOOL

Reporting bullying

What should pupils do if they think they are being bullied?

Tell someone – it could be their teacher, support staff, parent/carer or any other adult in school. Or the child could write a note or draw a picture to put in the class 'Worry Box.'

What should the pupils tell an adult?

- Who has been bullying you?
- How long has this been going on?
- How many times has this happened to you?
- Has anyone seen this happen? If so, who?
- Has anyone else been bullied by the same person?
- Have you told anyone else about this before?
- Was anything done about it?
- Have you done anything unhelpful that has not helped the situation?

What should a pupil do if they witness bullying?

- Tell an adult in school
- Use the pupil reporting form on the back of the pupil friendly leaflet
- Return the form to the class teacher who will respond to the issue
- Use the class 'Worry Box'
- This will be reported to the head teacher

What should a parent do if they feel their child is being bullied?

- Contact the school-face to face or by phone to meet with the teacher, inclusion team, member of the SLT or Head Teacher, if they think their child is being bullied or is bullying other children.
- Complete the school website reporting form

We ask that parents and carers:

- Be aware of the early warning signs of bullying.
- Listen to their child, without putting words into their mouths.
- Encourage their child to tell a member of staff immediately of any incidents of bullying.
- Inform the school immediately and not take issues into their own hands.
- Attend any workshops and meetings that support this policy.
- Talk about the problems of bullying with their child.

STAFF RESPONDING TO INCIDENTS OF BULLYING

All incidents of bullying are dealt with promptly. Our school response to bullying will be sensitive to SEND or any other difficulties, including family issues. At Tankersley C of E (A) Primary, we are committed to challenging prejudice driven bullying through our school ethos and positive environment. A written record of any reported bullying incident is kept on an incident record sheet.

Once a bullying incident has been reported and recorded, a staff member will meet with the children involved and it will be discussed, including talks with related bystanders. Support will be given to the child or group of children who have been bullied, being followed up and monitored through regular 1:1 meetings with their class teacher or a member of the Inclusion team.

The Inclusion team will organise any interventions or programmes to help the child or children involved in the bullying incident, for example with playground buddies, peer support, nurture / forest school sessions. There may need to be social skills and self-esteem programmes used where appropriate and further support through PSHCE lessons, drama and circle times in class.

For the child or children who have been bullying, they will meet with the class teacher, Key Stage Co-ordinator or another member of the Senior leadership team, according to the severity of the incident/s. Intervention programmes and identified needs of the child/children who have been bullying will be addressed in a whole hearted attempt to challenge any prejudice-driven bullying and to unpick reasons for its occurrence. It may be that a whole year group needs a specific programme of learning, in order to learn from a bullying incident. Such learning may include specific drama workshops which have the power to develop greater empathy, understanding and ultimate restoration of relationships. Withdrawal of privileges and counselling type interventions will be part of the responses to the child/ren who have been bullying but the focus will be on the immediate gaining of the wider group to consider and take responsibility, considering the whole area of 'Rights and Responsibilities'. At Tankersley Primary, our approach is a 'collective no blame approach' where we dislike the child's behaviour but we do not dislike the child-there is scope for the child to change. The aim is to reform the child's behaviour and supporting them to manage their emotions, learn empathy and improve their behaviour.

Wherever appropriate, the parents of the child who is being bullied and the child who is doing the bullying will be informed immediately by the Head Teacher or other member of the Senior Leadership team. These parents will be invited to a meeting to discuss and will be supported by the SLT until the issue is fully resolved. In some circumstances, the Chair of Governors would be involved. If bullying continues and is reported to the Chair of Governors, it may result in a suspension or exclusion. The aim though is to use various interventions to deal with bullying and gain restoration, to prevent any escalation to exclusion.

A 'no blame' approach sees the bullying as the focus not the bully. The no-blame approach adopts a seven-step response to incidents of bullying:

The teacher talks to the child/ren who have been bullied, to find out their concerns and issues.

The teacher convenes a meeting with all the pupils involved.

The teacher explains the problem to the pupils and the nature of the bullying.

The group shares the responsibility. The teacher asks the group for their ideas.

The teacher enables them to implement the ideas and resolutions.

The teacher meets with the child who has been bullied first and then group, after a few days, to review the progress made.

The teacher will decide, at this stage, if the bullying is still an issue and whether any further interventions or sanctions are required- for the child/ren who have bullied, to improve the situation. The teacher will also assess whether the child/ren who have been bullied need extra support e.g counselling.

RESPONSIBLE PERSONS

The Head teacher has overall responsibility for recording and monitoring incidents of bullying at Tankersley C of E (A) St Peter's Primary School. The Chair of Governors is the appointed Governor for responsibility for monitoring bullying

incidents and M.Hartley is the lead PSHCE co-ordinator with a view of whole school 'Prevention of Bullying' teaching and learning strategies. The Pupil Discipline Committee will discuss objections raised by parents to fixed and permanent exclusions.

RECORDING, EVALUATING AND MONITORING

All incidents of bullying are logged by the teacher. They are recorded immediately and include as much detail as possible, in the child's own words. Incident record sheets are held in the office in the BLUE INCIDENTS file. Incidents of bullying are monitored several times a term in order to review practice and to increase awareness of any patterns of behaviour emerging or to identify any trends. Intervention strategies are also reviewed regularly to appraise our school's strategy and to check that it is working. It is closely monitored by the Head Teacher and SLT, being checked termly by governors, in particular our governor responsible for behaviour and bullying.

All incidents of bullying are treated with sensitivity and discretion. It is the Head teacher's responsibility to ensure that information is shared with relevant teachers, support staff and where appropriate, the parents of the bullied and bullying child/ren. Lunch time supervisors will be informed where appropriate so that they can also monitor issues during lunch time.

This policy has been written by the PSHCE co-ordinator and Head teacher, in conjunction with children's views from this year's pupil questionnaires, group discussions and parent survey feedback. Such discussions have also informed the children's writing of their own Pupil's Anti-Bullying Policy. It will be reviewed and updated at least annually by a steering group, including staff, governors, parents, pupils and other members of the community.

There will be regular consultation with the Anti-Bullying steering group (once a term) to ensure that our policy and procedures are effective. We aim to ensure that consultation is inclusive, by making any reasonable adjustments so that everyone can be included. Children are given regular opportunities to discuss bullying and talk about whether our interventions and prevention strategies are working. This is achieved through circle times, PSHCE and SEAL learning, plus school council evaluations and Anti-Bullying/Inclusion weeks. At Tankersley St Peter's C of E (A) Primary School, parent and pupil surveys are completed annually about bullying and feeling safe at school. The data that is collected from these surveys helps us to see what is working well and which areas need development.

We aim to celebrate our positive Anti-Bullying developments by working towards and achieving our BIG (Bullying Intervention Group) Award; striving to continually improve our practice.

ALL INFORMATION AT EACH STAGE ARE RECORDED ON THE BULLYING LOGS KEPT IN THE BLUE FILE IN THE SCHOOL OFFICE

Information regarding bullying is shared with school governors and comprehensive records are kept annually on incidents of bullying.

REASONS FOR BULLYING

Reasons for bullying could include: to feel powerful, in control or good about themselves because of jealousy or they want something (attention, possession or friends). They may bully to feel popular or due to peer pressure or because they are being bullied themselves. They may be motivated by wider prejudice and discrimination. A child may bully because of one or more of these reasons.

SIGNS AND SYMPTOMS OF BULLYING

Possible signs of a person being bullied may include:

- Unwilling to go to school / claiming to feel ill
- Starting to truant
- Changing usual routines or how they get to and from school

- Giving improbable excuses for their behaviour
- Coming home with missing or damaged property
- Being withdrawn, anxious or lacking in confidence
- Becoming aggressive, disruptive or unreasonable
- Starting to stammer
- Threatening or attempting to run away or self harm
- Crying self to sleep at night or has nightmares
- Less consistent school work or effort dropping
- Asking for money or starting to take money
- Having unexplained cuts / bruises
- Beginning to bully others

WHAT WE AS A SCHOOL DO TO PREVENT BULLYING

At Tankersley C of E (A) Primary School we are committed to doing all that we can to minimise and help prevent bullying. This includes:

- Developing an effective Anti-Bullying policy and practice to ensure school is a safe and positive environment where everyone can learn and work.
- Explicit praise of positive behaviour and team spirit at all times, with positive behaviours modelled by all adults in the school community. Use of our whole school 'Christian Attribute' beads which praise children's kindness, patience, self-control for example. Ensuring that our positive ethos and role modelling is consistent in all areas; the playground, dinner hall, classrooms and corridors.
- Provide pupils with Anti-Bullying activities, supporting peers and challenging stereotypes or prejudices. This is done through a creative curriculum: drama, music, poetry, art, ICT and activities/games. Our Forest School sessions are also a powerful time to foster team problem solving, bonding and reflection on individual and collective behaviours/responsibilities.
- Promoting equality and celebrating difference in a positive way, such as in our classroom enquiry learning, e.g 'How do people celebrate?' with visitors and community workshops-food tasting, dancing and linked art/crafts/story telling. This is also reflected through PSHE, SEAL, Nurture and circle time activities. As a local 'Global Learning' hub we make sure that a celebration of difference and cultural diversity is embedded across our curriculum- with links to residents in Ghana and a school in Madrid. The aim is to collaborate and learn more about each others' cultures, foods, clothes and important celebrations.
- Challenging prejudice and discrimination through the curriculum and ethos, including assembly/worship assembly themes and the activities detailed above. Ensure that all children know Bullying is not acceptable through discussions, lessons and assemblies.
- Anti-Bullying staff meetings and all staff attending annual safeguarding and e safety training. Providing e-safety training workshops for parents.
- Raising awareness of bullying through whole school activities, such as Anti-Bullying Week, as well as assemblies, lessons and embedding e safety across the curriculum.
- Continuing to foster peer initiatives such as Playground Buddies, our Playground Friendship Stop and friendship activities.
- Providing structured activities for children who are vulnerable or worried about play and lunch times, as well as providing fun lunch time clubs and activities for children to further develop positive relationships.
- Encouraging all children to talk about concerns and to report bullying, knowing that we are a 'telling school' and knowing that they are able to have open dialogue with all staff. Encouraging all children to look out for each other and report any concerns.
- Having adult led interventions, including Nurture group, playground Buddies, the Job Shop (children apply for jobs to assist around school), plus social skills, empathy, assertiveness and behaviour programmes when appropriate.
- Communicating with children, families and staff on the Anti-Bullying Policy and reinforcing the importance of reporting incidences of bullying.

- Develop an ethos of care and support and work with the wider community to prevent and respond to bullying outside school.
- Making sure that the Anti-Bullying Policy is on the school website as well as the pupil's Anti-Bullying Policy.
- Engage all children in co-writing and agreeing their own class charters, detailing rights and responsibilities.

DISSEMINATION AND DEVELOPMENT OF PRACTICE

The key messages of this policy will be shared with staff during meetings, with pupils as part of their learning through the curriculum and in assemblies/worship gatherings (e.g PSHCE lessons, circle time, RE lessons, Computing lessons – safety, School and Class Council, Anti bullying and internet e safety themed weeks held annually in school). They are also shared with governors and the wider community. Copies of the policy and the pupils version are available for parents/carers at the school office and on the school website.

REVIEW

The Governing Body, headteacher and all staff view bullying as a very serious issue and the Anti-Bullying Policy will be reviewed every year. Parents/Carers will be consulted through our Anti-Bullying week letter with useful websites and explanations about our practice in school as well as through the steering group, website notifications and both pupil/parent surveys.

Other relevant policies:

Safeguarding and Child Protection
E Safety/Responsible User Policy
Behaviour Policy
Equality policy
Inclusion & SEND policies
Acceptable use policies
Safeguarding Policy

Useful websites – see also links from school site:

www.childline.org.uk
www.cybermentors.org.uk
www.kidscape.org.uk
www.besomeonetotell.org.uk

Reviewed Summer 2017

Next review Summer 2018