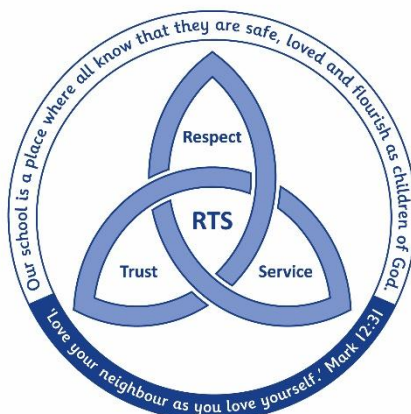


**P54 Anti-Bullying Policy**  
**Richard Taylor Church of England Primary School**  
**Our Vision for All**



***Our School is a place where all know that they are safe, loved and flourish as Children of God.***

**Definition of Bullying**

Richard Taylor Church of England Primary School recognises the following definition, taken from the National Anti-Bullying Alliance, in relation to this policy and to any instance of bullying.

**Bullying** is: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

***The nature of bullying can be:***

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

***Bullying can be based on any of the following things:***

- Culture or class
- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)
- Special educational needs (SEN) or disability
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Real or perceived economic status
- Related to another vulnerable group of people such as those new to the community

This policy, staff and governors also recognises that: bullying happens over a period of time and it is ***not falling out with a friend, a one off disagreement*** regardless of how severe or something that happens only once or twice.

A useful child friendly way to remember this is – **STOP**

### **SEVERAL TIMES ON PURPOSE**

#### **Policy Aims & Purpose:**

- *To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.*
- *To create an environment where all are treated with dignity and respect and where all members of the school community understand what bullying is and that bullying is inappropriate and totally unacceptable.*
- *To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.*
- *To inform Children and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.*
- *To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.*
- *Outline with clarity the systems and procedures for dealing with incidents of bullying or concerns raised about bullying including support for all those involved with the aim of facilitating effective and long-lasting change where necessary*

#### **Support for All**

Children who have reported being bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem & confidence

#### **Children who have bullied will be helped by:**

- Discussing what happened
- Discovering why the pupil became involved in these behaviours and support the pupil in addressing them
- Establishing the wrong-doing and need to change
- Informing parents/carers to help change the attitude of the pupil
- Make use of outside support where appropriate

#### **Prevention Strategies**

- Our behaviour principles (see behaviour policy), the active promotion of our Christian Values and the culture of family care guidance and support are at the heart of our proactive approach to preventing incidents of bullying.
- It is important that we set a good example as adults in and around the school. The way we work with one another and our own productive and supportive relationships will provide a model for children.

- A tone of respect around the school where care and consideration is expressed for others is part of building an ethos in which bullying can be acknowledged and dealt with.
- Through our day-to-day contact and curriculum delivery alongside the active promotion of our Christian values daily through our conduct, collective worship and curriculum teaching (RE, PSHE) Children will develop a sense of care and responsibility towards others.
- This results in a culture in which children work and play together, caring and supporting each other.

### **Procedures – Dealing with Incidents of Bullying**

All reports of bullying should and will be taken seriously.

There are a variety of reasons why children and adults bully one another. Time should and will be spent not only with the victim but also considering the reasons why a child or adult has bullied. Most incidents will be picked up via the monitoring of behaviour records.

As the definition states bullying is: ***‘repetitive’*** so it is likely if incidents have been reported previously patterns will be spotted in the Headteacher’s analysis of behaviour records. Where a report of bullying is made where previous incidents have not been reported details of prior incidents will be explored, considered and recorded while acknowledging if incidents go unreported it makes it more difficult to challenge and address historic incidents.

### **Procedures – Roles & Responsibilities**

#### **Staff**

All staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school’s efforts to prevent bullying.

#### **Senior staff**

The Senior Leadership team and the Head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all children.

#### **Parents/carers**

Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying. As per all concerns parents should in the first instance report any worries or concerns to their child’s class teacher. They should allow reasonable time for concerns to be looked into, resolutions proposed and implemented and reported back on. Parents should avoid making accusations to other parents in person or via social media.

#### **Children**

Children should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Children should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it or report it themselves.

## **Visitors and Volunteers**

Visitors and volunteers should report any concerns they have to the staff member they are working with or to the school office.

## **Procedures for dealing with reported incidents**

When bullying has been reported, the following actions will be taken:

1. Staff will listen to and speak with all involved and consider the most appropriate course of action. They will reassure the person(s) reporting the concerns that they have taken the right action in making a report. They will be reassured the situation will be dealt with and they will be kept updated.
2. It will be explained that in considering the most appropriate course of action that this may mean referring the matter to the senior teacher or Head teacher.
3. Staff will record the concern / incident on CPOMS using the behaviour tab.
4. Designated school staff will monitor incident reporting forms and information recorded on school systems.
5. The Head teacher will report on number and type of incidents in the HT report to the LGB
6. Support will be offered to the target of the bullying from the class teacher or another suitably appropriate adult
7. Staff will proactively respond to the bully who may require support from the class teacher or another suitably appropriate adult
8. Staff will assess whether parents and carers need to be involved.
9. Staff will assess whether any other authorities (such as police) need to be involved, particularly when actions take place outside of school. If a staff member feels it is appropriate to contact other authorities, they should consult with the Head teacher before doing so.

## **Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on children's wellbeing beyond the school day. Staff, parents and carers, and children must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

## **Derogatory language**

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMS, and follow up actions and sanctions, if appropriate, will be taken for children and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using CPOMS.

## **Prejudice based incidents**

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken

seriously and recorded and monitored in school, with the Head teacher reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti bullying interventions.

### **School strategies to prevent and tackle bullying**

We use a range of measures to prevent and tackle bullying including:

- Promoting our school vision
- Ensuring that the PSHE programme of study includes opportunities for children to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for children to learn to value themselves, value others and appreciate and respect difference.
- Ensuring collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Use a variety of planned activities and time across the curriculum to ensure children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. PSHE provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Ensure stereotypes are challenged by staff and children across the school.
- Ensure restorative justice system provides support to targets of bullying and those who show bullying behaviour.
- Ensure children are continually involved in developing school-wide anti-bullying initiatives through consultation with groups via class-based lessons and the school ambassadors.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate

### **Potential Consequences for the bully include:**

- Restorative work including appropriate method of apology
- Loss of break times and or lunchtimes for a period between one day to one week
- Internal supervision in school during lunchtimes for a period of one week
- Internal isolation during curriculum time (with work allocated) for a period between one day and one week.
- Fixed period exclusion from school
- Permanent exclusion

The final two consequences would only ever be applied when all other strategies and consequences have been exhausted and following multiple incidents of bully or an individual act of an extreme nature.

### ***We support those who have experienced bullying in the following ways:***

- Offer them an immediate opportunity to talk about the experience with their teacher
- Inform the victim's parents/carers
- Offer a support programme for with a named person to include staff monitoring and observing at break times and lunchtimes

- Give opportunities in circle time or groups for children to discuss relationships, feelings and the effect bullying can have on individuals.
- Refer to the Head teacher and follow the stages to prevent more bullying

***We discipline and support the bully in the following ways:***

- Talk to the bully to find out why they became involved.
- Inform the bullies parents/carers
- Provide a behaviour support programme.
- Undertake additional work to help address and prevent the cause of the bullying
- Refer to the Head teacher and follow the stages to prevent more bullying

Where interventions have failed to prevent repeats of the behaviour the following steps will then be applied:

- Stage 1 Letter sent home – monitor impact
- Stage 2 Letter sent home, parents invited in, and child placed on Behaviour Report including sanctions – monitor impact
- Stage 3 Fixed-term exclusion – monitor impact
- Stage 4 Permanent exclusion Depending upon the nature of the incident, children can be referred to the Headteacher at any stage.

Opportunity should be given for both victim and bully to express their versions and time taken to find out what instigates the behaviour.

Parents of both victim and bully can be informed at any stage in addition to the formal stage recorded above. At all times it should be stressed that bullying is not acceptable, and that action will always be taken.

***In addition, staff should and will:***

- Recognise and verbally praise children who help prevent bullying
- Emphasise that it is the bullying behaviour we dislike and not the child
- Involve children in helping to solve problems and address topical issues
- Develop children's social skills generally within the class
- Teach and encourage confidence-building and assertiveness
- Find constructive ways to help children who are bullying to change their behaviour

***Equality & Diversity***

Richard Taylor Church of England Primary School welcomes its duties under the Equality Act (2010). The Equality Act establishes nine protected characteristics

- *Disability*
- *Race*
- *Sex*
- *Gender reassignment*
- *Pregnancy and maternity*
- *Religion or belief*
- *Sexual orientation*
- *Marriage and civil partnership*
- *Age*

### **Public Sector Equality Duty (2011)**

Richard Taylor Church of England Primary School pays due regard to the need:

- *To eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.*
- *To advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.*
- *To foster good relations between persons who share a relevant protected characteristic and persons who do not share it.*

### **Evaluating and Reviewing**

In creating this policy, the school has referred to the following sources:

- *NYCC Inclusive Education Service Anti –Bullying Guidance for Schools*
- *Valuing All God's Children - Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying – Church of England Education Office*
- *Model Anti Bullying Policy from Stonewall*

Reviewed and updated September 2024 AS