

# Anti Bullying Policy

Updated March 2019

This policy takes into account the following key documents

- 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

**At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that everyone will; LOVE, LEARN & THRIVE.**

**LOVE**

We love and nurture each individual.

**LEARN**

We are passionate about inspiring learning.

**THRIVE**

We value the uniqueness of each individual's achievements.

**Our vision translates directly into this policy in that;**

**LOVE**

All children will be treated kindly and in a nurturing fashion.

**LEARN**

We aim to educate children in regard to conducting themselves in a thoughtful and productive manner that recognises and celebrates diversity and difference.

**THRIVE**

All children have the opportunity to thrive in a safe welcoming and inclusive environment.

We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to thrive in a loving and hospitable community.

Both schools will apply the following definition in relation to this policy and to any instance of bullying. It is taken from the national 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.

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

The governing body 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

**S**EVERAL **T**IMES **O**N **P**URPOSE

## 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.

## Equality & Diversity

The Federation of Follifoot & Spofforth CE Primary Schools 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)

Both schools pay 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.

We value every child as an individual who has an important part to play in our community. We encourage all children to develop the skills, qualities and aspirations to become independent learners, confident individuals and responsible citizens. Our curriculum and all its associated plans will fully take into account our commitment to meeting our duties in relation to the Equality act as well as maximising opportunities to promote equality and diversity at every meaningful opportunity.

## **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

## **Proactive Approach – 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. In the teacher/ child relationship we should also be alert to how we address children, the language and tone that we use and the response that we expect.

A general 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 on a daily basis 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. Developing Children understanding of our identified Christian values such as, humility and compassion ensure children develop and understanding of how to positively interact with each other. In addition they develop skills and strategies to support them in their social development and ability to build positives friendships thus reducing the likelihood of incidents of bullying.

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

While this proactive approach is incredibly successful and incidents of bullying are incredibly rare at both schools 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 become a bully. Most incidents will be picked up via the monitoring of behaviour file. As the definition states bullying is 'repetitive' so it is likely if incidents have been reported previously patterns will be spotted in the Heateacher's analysis of the behaviour file. 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. [List the staff members who are anti-bullying leads.]

### **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 young people.]

### **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 issues parents should in the first instance report any worries or concerns to their child's class teacher.

### **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 record the report on bullying concern form and also record the incident centrally on Scholarpack within the Incidents section.
2. Staff will listen to and speak with all involved and consider the most appropriate course of action. This may include making use of the reflect, rethink and resolve resource available in school or referring the matter to the senior teacher or Head teacher.
3. Designated school staff will monitor incident reporting forms and information recorded on Scholarpack analysing the results.
4. The Head teacher will report on number and type of incidents in the HT report to the FGB
5. Support will be offered to the target of the bullying from the class teacher or another suitably appropriate adult
6. Staff will proactively respond to the bully who may require support from the class teacher or another suitably appropriate adult
7. Staff will assess whether parents and carers need to be involved.
8. Staff will assess whether any other authorities (such as police or local authority) 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 the Scholarpack incident log, 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 the incident log on Scholarpack.

### **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:

Our school vision and mission is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.

We use a pupil-friendly anti-bullying policy to ensure that all Children understand the policy and know how to report bullying.

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.

Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.

Through a variety of planned activities and time across the curriculum Children are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. PSHCE and circle time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

Stereotypes are challenged by staff and Children across the school. Our buddy system offers support and a role model to all children when they join the school.

Restorative justice system (our Reflect, Rethink, Resolve) provide support to targets of bullying and those who show bullying behaviour.

Children are continually involved in developing school-wide anti-bullying initiatives through consultation with groups via class based lessons and the school council.

Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

### **Raising Awareness**

- Through collective worship themes
- Peer awareness schemes such as 'Woodfers World'
- Special events like anti bullying week
- PSHE – through planned lessons, role-play
- Display – relevant posters around school which are changed termly
- Publish policy on school website
- Active listening
- Through children understanding they will be listened to and necessary action taken
- Continuous observation by staff (vigilance)
- Aware of potential problem zones
- Listen carefully to the children say what you will do and be seen to be dealing with their concerns
- Once every half term look through forms for patterns in bullying
- Class teacher and parents kept informed

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

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

### **Training**

The Head teacher is responsible for ensuring that all school staff (including teaching assistants, and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

### **Monitoring the policy**

The Head teacher is responsible for monitoring the policy on a day-to-day basis. The Head teacher is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

### **Evaluating and reviewing**

The Head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in school monitoring such as learning walks and focus groups with Children. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, Children, parents, carers and governors.

Updated March 2019



## Appendices

Appendix A – Bullying Concern form

# Bullying Concern Form

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is;

**SEVERAL TIMES ON PURPOSE**

This will help us all think about what is happening.

<b>Name</b>		<b>Date</b>	
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### What is the bullying concern about?

	It was about my race		It was about who I am friends with in school		It was about the subjects I like
	It was about my culture and where my family is from		It was about my gender		Other
	It was about my religion		It was about the way I look		
	It was about my disability or special need		It was about the clothes or shoes I wear		
	It was about someone in my family		It was about the games or sports I like or don't like to play		

### What kind of bullying is the concern about?

	Hitting, kicking pushing or threatening to do these		Ignoring you on purpose or leaving you out
	Touching you when you didn't want to be touched		Sending hurtful or unkind texts, emails or online messages to you or about you
	Calling you names, teasing using rude language saying nasty things about you to your face or to other people		Other
	Stealing or damaging your things		










### So...what happened? Who else was there/involved? When? Where?

Please note who initial concerns from - pupil, teacher, parent.

**Who if anyone else has seen or been affected by what happened?**

.....  
.....

**How are you feeling about what happened?**

									
Angry	Worried	Don't Care	Annoyed	Hurt	Confused	Embarrassed	Sad	Shocked	Other

**Follow Up – What does \_\_\_\_\_ say about what happened?**

**How does \_\_\_\_\_ feel?**

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Guilty	Shocked	Other

**Follow Up – What action has/will be taken.**

## Reflect, Rethink, Resolve

This will help you think about what happened.

<b>Name</b>		<b>Date</b>	
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**So...what happened?** *Who else was there/involved? When? Where?*











**Who else has been affected by what happened?**

.....











.....

**What were you thinking/feeling at the time?**

**How are you feeling now about what happened?**

									
Angry	Worried	Don't Care	Annoyed	Guilty	Confused	Ashamed	Glad	Sad	Sorry

**How do you think they feel now about what happened?**

									
Sad	Won't Care	Worried	Annoyed	Angry	Sorry	Confused	Hurt	Vengeful	Shocked

**How can I turn this into an opportunity for learning ?**

**STAFF COMMENT:** (completed by the staff member after discussing the report)

On reading and discussing this 'Reflect, Rethink, Resolve', what does the young person appear to have learned from this experience.

Would any further work be advised? If so, what? When ? Who ?  
(Please inform any relevant people if unsure seek guidance )

## Our Anti Bullying Policy – By the Children of Follifoot CE & Spofforth CE Primary Schools



Our schools are happy places where everyone has the right to be themselves. They are places where everyone can feel safe, be happy and learn. Everyone at our schools is equal and acts with respect and kindness towards each other. We want our schools to be bully-free places.

Our Schools share the same vision -

### LOVE

We love and nurture each individual.

### LEARN

We are passionate about inspiring learning.

### THRIVE

We value the uniqueness of each individual's achievements.

**Respect is speaking and acting to everyone with kindness and thought.**

### What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

# SEVERAL TIMES ON PURPOSE

### Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
  
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone

## **Bullying can be about:**

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives
- The amount of money someone has or the amount of money you think they have

*If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.*

## **Why does bullying happen?**

Although bullying doesn't happen very much at our schools it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

## **Where does bullying happen?**

Bullying can happen at school, after school and online.

## **What should I do if I think someone is being bullied?**

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

## **What should I do if I'm being bullied?**

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

- **Tell a teacher – your class teacher or another teacher**
- **Tell someone in your class**
- **Tell any other adult staff in school – such as a teaching assistant**
- **Tell an adult at home**
- **You can also write a note about the bullying using one of the Postcards to the Head teacher or just write a note to your teacher**
- **You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.**

**What should I do if I'm being bullied?**

If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher , or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

Dear Parent

As you are aware, our school takes the well-being of all Children very seriously. I am pleased, therefore, to inform you of our new Federation anti-bullying policy.

Our new policy is very much in line with our vision of;

**LOVE**

We love and nurture each individual.

**LEARN**

We are passionate about inspiring learning.

**THRIVE**

We value the uniqueness of each individual's achievements.

*Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. We aim for our school to be a bully-free place.*

Bullying of any nature or form is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

The safety, welfare and well-being of all Children and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our Children to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our Children by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

**Summary of anti-bullying policy:**

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people, where the bully or bullies hold more power than those being bullied.

Bullying can be physical, verbal, psychological, cyber (online or via text) or involve damaging or stealing of property

Bullying can be based on someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home or personal situation or financial context.

Derogatory or offensive language of any kind will not be tolerated

All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved

If you think your child is experiencing bullying you can contact *your child's class teacher*



by email, telephone, or in person.

Your child can also report bullying within the school to any member of staff or through the Postcard to the Head teacher system or via a note to their class teacher delivered to the office.

The full anti-bullying policy is available at [insert website link](#)

Yours Sincerely