

# **Anti-Bullying Policy**

## **Federation of Follifoot and Spofforth CE Primary Schools**

Agreed: Spring 2024

Review: Spring 2025

## **Anti Bullying Policy**

This policy considers 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 NSPCC
- Definitions of bullying from the Anti Bullying Alliance
- KCSIE 2022

At The Federation of Follifoot & Spofforth CE Primary Schools our vision is that:

### **Together we LOVE, LEARN & THRIVE.**

#### **LOVE**

We nurture each individual, build positive relationships with everyone and value their uniqueness.

#### **LEARN**

We inspire children to have a lifelong love of learning. They develop wisdom, knowledge and skills and become fluent learners.

#### **THRIVE**

We develop children socially, emotionally, physically and spiritually, help them to be the best versions of themselves and prepare them well for their future lives in a diverse world.

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

- All children will be treated kindly and in a nurturing fashion.
- We aim to educate children in regard to conducting themselves in a thoughtful and productive manner that recognises and celebrates diversity and difference.
- 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. It can happen face to face or online.**

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

The nature of bullying can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc
- Verbal- name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

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 schools and governing body also recognise 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, including cyber bullying and peer on peer abuse.
- 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 consider 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**

There are a variety of reasons why children and adults bully one another. Time should and will spent not only with the victim but also considering the reasons why a child or adult has become a bully.

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 positive behaviour and relationships 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.

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

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

- Our school vision 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 and Computing 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.

## **Roles & Responsibilities**

### **Staff**

All staff have a duty to challenge bullying, report and record bullying on CPOMS, 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 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 – Dealing with Incidents of Bullying**

While our 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.

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 CPOMS 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 CPOMS 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.

### **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 positive behaviour support plan.
- 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

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

### **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 CPOMS 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 required to record the casual use of derogatory language Using the incident log on 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.

### **Cyberbullying**

Cyberbullying Cyber-bullying takes place online, such as through social networking sites, messaging apps or gaming sites. Like other forms of bullying, it is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Preventing and addressing cyber-bullying E-safety practice is advocated at all times in school. To help prevent cyber-bullying, we will ensure that pupils understand what it is and what to do if they become aware of it happening to them or others. This is done systematically in PSHCE and computing lessons, through assemblies and on specific days such as 'Safer Internet Day' and in 'Anti Bullying Week.' We will ensure that pupils know how they can report any incidents and are encouraged to do so, including where they are a witness rather than the victim. All children, staff and governors sign an Acceptable Use Agreement

### **Child on Child Abuse - KCSIE 2022 (Formally Peer on Peer Abuse)**

This schools recognise that children sometimes display harmful behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse is unacceptable and will not be tolerated. This abuse could for example include:

- sexual violence and sexual harassment
- 'upskirting'
- initiation/hazing type violence
- all forms of bullying
- aggravated sexting
- physical violence (e.g. hitting, kicking, shaking, biting, hair pulling, etc)

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the schools will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons. The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific.

All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as "banter" or "part of growing up".

All staff will be aware that peer-on-peer abuse can be manifested in many ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm. All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

### **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.

**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> |  |
|-------------|--|-------------|--|

**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?**

|  |
|--|
| <p>Please note who initial concerns from - pupil, teacher, parent.</p><br><br><br><br><br><br><br><br><br><br> |
|--|

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> |  |
|-------------|--|-------------|--|











**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 )