

# **ROMANBY PRIMARY SCHOOL**

## **ANTI-BULLYING POLICY**

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” and supporting documents “Supporting children and young people who are bullied: advice for schools”, “Cyberbullying: advice for headteachers and school staff”, “Advice for parents and carers on cyberbullying” November 2014. It also takes into account the DfE statutory guidance, “Keeping Children Safe in Education” 2020. It also links to the school work on the Rights Respecting School Award e.g. Articles 28, 29.

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### **Definition of bullying**

Bullying is defined by the DfE as ‘behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally’.

Bullying can include:

#### **Direct**

- Physical- attack, hitting, kicking, pinching, taking possessions etc.
- Verbal- name calling, teasing, threats, spreading malicious stories etc.
- Non-Verbal- ignoring or leaving out, offensive gestures, facial expressions etc.

#### **Indirect**

- Cyber bullying - This includes the same inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet.

### **Forms of bullying covered by this Policy**

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.

- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.

## **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Schools' teaching and support staff must be alert to the signs of bullying, including cyber bullying and act promptly and firmly against it in accordance with school policy. (See procedures). Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Pupils who are targets of bullying may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying in schools.

Our school has a legal duty under the Education and Inspections Act 2006 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

## **Preventing, identifying and responding to bullying**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.

- Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

### **Involvement of pupils**

We will:

- Regularly canvas children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

### **Liaison with parents and carers**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Child Protection Policy
- Online Safety and Acceptable Use Policies (AUPs)

- Curriculum Policies such as PSHE and Computing

## **Responsibilities**

It is the responsibility of:

- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## **Procedures**

Low Level:

- Class Teacher talks with child to understand feelings
- Talk with the perpetrator to give the 'evidence' of distress/hurt; to reinforce view that behaviour is unacceptable; to encourage perpetrator to make a response to the target child in the form of an apology and seeking to improve relationship
- In talks with both target child and perpetrator seek to discover whether there are underlying 'reasons' for behaviour
- Feedback to target child
- Monitoring
- Record incident and place in 'vulnerable pupils files'

Medium Level:

- Behaviour needs further investigation by the appropriate member of staff
- Behaviour investigated to assess nature and severity of the behaviour: all those involved including bystanders talked to: behaviour records checked parents informed, involved as appropriate and provided with regular feedback.
- Priority is to protect and provide support for the target child/children of bullying, and then to seek to resolve the conflict
- Provide help to change behaviour of those engaging in bullying behaviour
- Bystander behaviour addressed
- Parents informed and involved

High Level:

Reasons for categorising this as high-level bullying would be:

- Previous strategies have not prevented perpetrator continuing his/her behaviour
- Impact on target child
- Degree of imbalance of power between target child and perpetrator

- Perpetrator shows no remorse for actions
- Perpetrator seems to be incapable of empathy
- Parent support perpetrator in his/her behaviour.
- Behaviour is potentially so serious that it has to be referred to a senior member of staff, and if appropriate the Designated Safeguarding Lead
- Senior member of staff informs parents immediately and meeting arranged as soon as possible (unless such action could put a child at risk)
- Appropriate senior member of staff instigates immediately an investigation and decides whether case needs to be referred to external agency, for example Child Protection and/or Police.
- Where external agencies involved further school action needs to be agreed with involved agencies.

### **Outcomes**

- The bully (bullies) will be asked to genuinely apologise. Other consequences may take place in line with the school behaviour policy.
- If possible, the pupils will be reconciled
- In serious cases exclusion will be considered
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, SEAL activities, and assemblies in an attempt to eradicate such behaviour.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Reviewed: April 2021

## Supporting Organisations and Guidance

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” November 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)
- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Educate against Hate: [www.educateagainsthate.com/](http://www.educateagainsthate.com/)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)