



Anti-Bullying Policy



Date	Review Date	Coordinator	Nominated Governor
Sept 2020	Sept 2021	Chair of the Governors	Rachel Bain

Headteacher:	Pamela Acheson	Date:	Sept 2020
Responsible Governor:	Rachel Bain	Date:	Sept 2020

Status of Policy:

The Governing Body of the Federation of Grewelthorpe and Fountains C of E Primary Schools adopted this policy in September 2020. It will be reviewed in September 2021.

LINKS TO OTHER POLICES

The Grewelthorpe & Fountains CE Primary Schools Federation Primary School Behaviour Policy statement links to:

- Positive Behaviour policy

This policy takes into account the following key documents

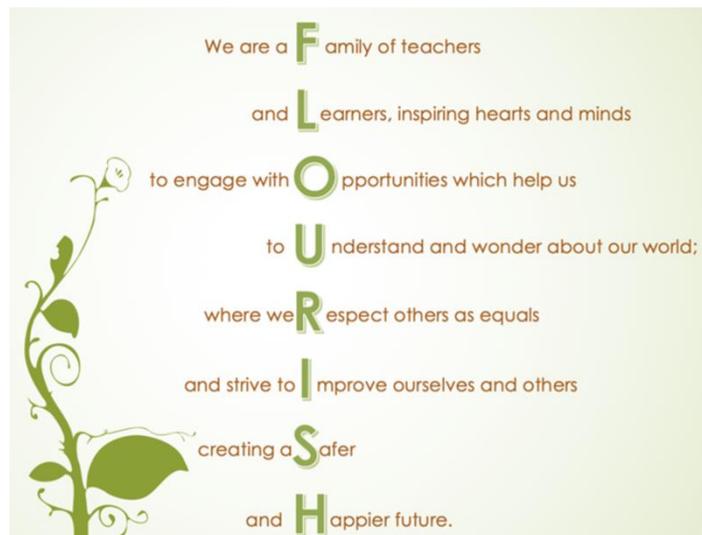
- NYCC Inclusive Education Service Anti –Bullying Guidance for Schools
- Valuing All God’s Children - Guidance for Church of England Schools on challenging homophobic, biphobic and transphobic bullying – Church of England Education Office
- Model Anti Bullying Policy from Stonewall



We are proud to be a Church of England school and our Christian ethos underpins the life and work of our school.

*With Faith, anything is possible
Believe in yourself
With Hope, all things brighter
Believe in your future
With Love, we are never alone.
Believe in others*

It is important that our children are able to **BELIEVE** in themselves and the possibilities available to them, to **LEARN** by embracing challenge, questioning the world around them, reflecting and not being afraid to take risks so that they **FLOURISH** as unique individuals and the role models of the future.



1. Definitions

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: SEVERAL TIMES ON PURPOSE



2. Aims

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

3. Equality and Diversity

The Federation of Grewelthorpe and Fountains 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.

4. Strategies

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's 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 positive friendships thus reducing the likelihood of incidents of 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.

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.

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

Raising Awareness

- Through collective worship themes
- 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

5. Procedures

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 Headteacher'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.

6. Roles and 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. [Mrs Acheson is the Anti-Bullying Lead.]

Senior staff

The Senior Leadership team and the Headteacher 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. Anti-

Bullying Ambassadors will provide regular updates and assemblies to promote positive behaviour.

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.

7. 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.
3. The Headteacher will monitor incident reporting forms and information recorded on Scholarpack analysing the results.
4. The Headteacher 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.

8. Possible Consequences

- 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 bullying 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 Headteacher 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 Headteacher 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

9. 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.

Policy:

Anti-Bullying Policy

Signed Chair of Governors:	<i>R Bain</i>
Date Signed:	September 2020
Governors Meeting Ratified:	September 2020
Review Date:	Autumn 2021
Review schedule	Annually