



Anti Bullying Policy



Anti Bullying Policy

Introduction

Thrybergh Primary School both recognise that there is a need to safeguard the welfare of ALL those within our school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a safe, calm and secure atmosphere. We have the highest expectations of all pupils, staff and parents/carers and strive to create a school community in which all children can fulfil their full potential.

Bullying of any kind is totally unacceptable in school. But if bullying does occur all incidents will be dealt with swiftly and effectively. Thrybergh Primary School actively implements this anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Police Community Support Officer (PCSO) will also be involved as appropriate. All reported incidents will be actioned immediately by our Anti-bullying Co-ordinator Mrs. R. Harrison, Head Teacher or the Assistant head teacher Mrs. S. Cross. We celebrate diversity and promote cohesion within our community.

Thrybergh Primary School places a strong emphasis on whole school core values, exemplified each year by our 'values based reward' system, which runs 'hand in hand' with our 'positive behaviour' policy. Annually our school values are selected by the children's schools council and shared with all the children. Our rich, relevant and creative curriculum also identifies links between the various curriculum areas and PSHE, citizenship and RE, so that our children can extend and apply their learning in a range of different contexts. Our curriculum also helps our children to understand individual differences and celebrate diversity ie: linked to appearance, ability, family circumstances, race or disability. Additionally, it also helps them to understand the impact their actions have on others, as well as how to 'keep themselves safe' in all circumstances (including on-line).

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education October 2014

www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf



What is Bullying?

“Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally”

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance

“The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.”

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- Disability
- Gender
- Gender reassignment / transgender identity
- Race
- Faith
- Sexual orientation/sexuality
- Pregnancy/maternity

The Duty has three aims.

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The two areas which do not specifically affect Children and Young People are Age and Marriage/ civil partnerships, although these should be explored within the curriculum, for example in PSHE.



Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- Verbal e.g. name-calling, making offensive comments, taunting
- Physical e.g. kicking, hitting
- Emotional e.g. spreading hurtful and untruthful rumours, excluding people from groups
- Cyber e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting
- Written e.g. ridicule through drawings and writing e.g. on planners/PC's
- Incitement e.g. encouraging others to bully
- Extortion e.g. demands for money or personal property
- Damage to Property e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying

Wide ranging research confirms the destructive effects of bullying on young people's lives.

Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self-esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.



What we will do as school's;

- Ensure the whole school community has an understanding of bullying and its consequences
- Appoint a designated member of staff as anti-bullying officer.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording incidents of bullying in line with RMBC and WPT (Wickersley Partnership Trust) guidelines
- Develop a preventative approach to bullying. Children will be encouraged to recognise that not only do they have individual rights, but with rights comes choices and responsibilities
- Review the anti-bullying policy regularly in consultation with the whole school community
- Identify and make safe, areas in school where bullying could/has been known to occur
- Be aware of factors which may cause some children to be more vulnerable than others
- Work in partnership with the police (PSCO) should there be bullying incidents where a crime has been committed
- Foster a clear understanding that bullying, in any form, is NOT acceptable by:
 - Regular praise of positive and supportive behaviour by everyone
 - Work in school which develops empathy and emotional intelligence
 - Any incidents being treated seriously and dealt with immediately
 - (If a child is found to be the victim of bullying outside school) helping and supporting the child by offering advice on how to avoid further incidents in future. The victims and perpetrators parents/carers will be informed.
- Ensure that through the schools council the children will have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to
- Ensure that strategies are put in place to support individual needs, including (if appropriate) access to a 1:1 children's mental health councillor (MAST) in school
- Ensure victims are consulted, and kept involved and informed

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse
- Ensure that strategies are put in place to support individual needs



How we will work with those accused of bullying

- Ensure perpetrators are consulted, and kept involved and informed
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion
 - permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to
- Ensure that strategies are put in place to support individual needs
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg MAST, RMBC Anti-Bullying Development Officer
- Sharing good practice with other schools (colleagues within the WPT)
- Participation in Anti-Bullying Week and other events

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)



How we will work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to..
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying).

If after following the schools formal complaints procedure the parent/carer is still dissatisfied the Local Authority complaints procedure for handling school complaints can be accessed via the RMBC website www.rotherham.gov.uk/info/200025/complaints.

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link (reporting symbol).

Appendix 1. Support Agencies we may consult

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues. The ABA has also put together a fact sheet outlining the range of support that is available to schools and young people from the anti-bullying sector which can be accessed here www.anti-bullyingalliance.org.uk/advice/support-from-the-sector/.

Kidscape: Charity established to prevent bullying and promote child protection providing advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people. www.kidscape.org.uk

The Diana Award: Anti-Bullying Ambassadors programme to empower young people to take responsibility for changing the attitudes and behaviour of their peers towards bullying. It will achieve this by identifying, training and supporting school anti-bullying ambassadors.



Appendix 1. Support Agencies we may consult

The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

Bullying on line
www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

Restorative Justice Council: Includes best practice guidance for practitioners 2011. 10
Cyber-bullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. Digizen: provides online safety information for educators, parents, carers and young people.

Advice on Child Internet Safety 1.0: The UK Council for Child Internet Safety (UKCCIS) has produced universal guidelines for providers on keeping children safe online. www.childnet.com/

LGBT EACH: (Educational Action Challenging Homophobia): provides a national freephone Actionline for targets of homophobic or transphobic bullying and training to schools on sexual orientation, gender identity matters and cyberhomophobia. Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues. www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site
www.cyberbullying.org

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk



SEND

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Changing Faces: Provide online resources and training to schools on bullying because of physical difference. Cyberbullying and children and young people with SEN and disabilities:

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying Alliance for school staff and parents on issues related to SEND and bullying.

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools.

Anne Frank Trust: Runs a schools project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity.

Anti Bullying Development Officer: Tel: 01709 382121 (RMBC switchboard)

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 334005