



# ANTI-BULLYING POLICY

**THRYBERGH PRIMARY SCHOOL**

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# Anti-Bullying Policy

**The Anti-bullying policy is part of the overall Behaviour Policy**

## Introduction

Thrybergh Primary School recognises there is a need to safeguard the welfare of all those within the 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 relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Thrybergh Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its 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 Community Police Officer will be involved as appropriate. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance: 'Preventing and Tackling Bullying', Department for Education 2011 [www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying](http://www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying)

From January 2012, the Ofsted Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, refers to the key judgement on the behaviour and safety of pupils in the school linked to the way a school manages bullying:

Ofsted Criteria When evaluating the behaviour and safety of pupils at the school, inspectors must consider:

- pupils' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity.

Ofsted Inspectors must take into account a range of evidence to judge behaviour and safety over an extended period, and should consider:

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on harassment, racism, homophobia and different types of bullying.
- the views of parents and carers, staff, governors and others.

## **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 victimisation. 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 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 overweight 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**

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 are:

- 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.

### **Thrybergh Primary School - Anti-bullying Strategy**

What we will do as a school

- 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 guidelines
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy annually 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 should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
  - Regular praise of positive and supportive behaviour by all staff.
  - Work in school which develops empathy and emotional intelligence.
  - Any incidents are treated seriously and dealt with immediately.

- If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victims and perpetrators' parents will be informed.
- Ensure that Children and Young people 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.
- 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
- 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 e.g. Rotherham Mind, Anti-Bullying Development Officer.
- Sharing good practice with other schools
- Participation in Anti-Bullying Week

#### **How we will educate the school community**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- 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 will we 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 school's 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 here.

### **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 the 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).

### **Equality Act**

- Eliminate discrimination, harassment and victimisation and any other conduct that is prohibited by or under the Act.
- Advance equality of opportunity between people who share a relevant protected characteristic and people who do not share it.
- Foster good relations between people who share a relevant protected characteristic and those who do not share it.

### **Prevent Duty**

As a school we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions to have: 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty. The Prevent duty complements other key documents, guidance and advice including:

- Keeping children safe in education
- Working together to safeguard children
- Statutory Framework for the early years foundation stage: setting the standards for learning, development and care from birth to five.

Our key aim is to protect children from the risk of radicalisation and ensure that we have the appropriate support mechanisms in place in order to protect children from this risk.