



Anti Bullying Policy

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We work together to nurture an inclusive family of hard-working, respectful individuals who have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

Everything we do is rooted in our belief that all human beings are loved and cared for by God

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Introduction

As a Church school, we believe that every member of our school community should have an equal opportunity to achieve his or her full potential, regardless of race, colour, gender, disability, special educational needs or socio economic background.

Statutory/ National requirements

“The policy determined by the head teacher must include measures to be taken with a view to encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils”; (Education and Inspections Act 2006)

Principles:

We believe that:

- Bullying behaviour is unacceptable in any form
- All children have the right to an education free from fear, harassment or degradation
- Bullying behaviour is a problem not only for the perpetrator and the target but also the school and wider community
- All incidents of bullying should be dealt with promptly and effectively
- All allegations of bullying, even where investigation determines that bullying did not take place, will be logged on the school’s electronic recording system CPOMs
- Best outcomes follow when the school can work with parents/carers to address concerns about bullying behaviour and victimisation

Objectives:

- To enable children to clearly understand what bullying means
- To enable children to understand that bullying, in all its forms, will not be tolerated by the headteacher, staff and governors
- To enable parents to feel confident that bullying will be firmly dealt with by the school
- To raise the awareness of staff to the presence of bullying and the systems in place to deal with it

Definition:

What do we mean by bullying?

Bullying is a complex issue with frequency of incidence being an important factor. One off incidents of unkindness or unfairness, or a series of isolated incidents, do not necessarily constitute bullying, although we recognise that the emotional impact of such events can be significant. Bullying can take place between children, between adults, and between children and adults.

The Anti-Bullying Alliance includes the following principles in its definition of bullying:

- bullying behaviour deliberately causes hurt (either physically or emotionally)
- bullying behaviour is repetitive (though one off incidents such as the posting of an image, or
- the sending of a text that is then forwarded to a group, can quickly become repetitive and
- spiral into bullying behaviour)
- bullying behaviour involves an imbalance of power (the person on the receiving end feels
- like they can't defend themselves)

Bullying is not:

- teasing and banter between friends without intention to cause hurt
- falling out between friends after a short quarrel or disagreement
- behaviour that all parties have consented to and enjoyed

Bullying can be:

- Physical- Kicking, hitting etc
- Verbal- name calling, taunting etc
- Non verbal- face pulling, gestures etc
- Emotional – tormenting, putting people down, excluding etc
- Cyber bullying e.g. texts, pictures/video clips, phone call, email, instant messaging, chat rooms, social network sites etc

Bullying can also focus on different social identities:

- Race, religion or belief
- Gender- Sexist, Sexual and Transgender
- Disability and special needs
- Sexual Orientation
- Socio-economic circumstances

Bullying can also:

- Take place outside of school hours
- Be between children/ children and adults/ adults and children/adults

Embsay School takes all forms of bullying seriously. Through our open door ethos and good communications with parents/carers, we encourage families to share concerns with us immediately to enable us to investigate issues and resolve them as soon as possible.

Roles & Responsibilities:

The role of the Staff:

- All staff are responsible for the rigorous application of this policy and ensuring that the incidents falling within the school's definition are properly recorded and monitored.
- All staff have a 'duty of care' to children and young people and must at all times provide proper supervision of the pupils in their care.
- All staff must ensure that they understand what bullying is and its effects on those involved.
- All staff provide a personalised approach to the specific needs of particular pupils
- All staff understand what would constitute bullying behaviour in their relationships with children and young people and with other adults.
- All staff take all incidents of bullying/alleged bullying seriously, investigate, and act in accordance with the school's anti-bullying procedures.
- All staff to work in partnership with parents/carers, families and other agencies as required.

The role of the leadership team & governing body:

- To work together to develop and put the anti-bullying policy into practice.
- To take a key role in monitoring the policy and practice within school.
- To review any incidents of bullying behaviour and to ensure appropriate action has been taken.
- To promote positive relationships between home and school and develop a working partnership.

The role of parents:

- To contact the school immediately they know or suspect that their child may be being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring a resolution to the bullying/alleged bullying.
- To contact the school if they know or suspect that their child is bullying another pupil.
- To share with the school any concerns they have that bullying may be taking place even when it does not directly involve their child.

The role of children:

- Not to bully anyone, or encourage and support bullying by others
- To tell an adult if they are being bullied/treated in a way that makes them feel uncomfortable.
- Act to prevent and stop bullying - usually this is through telling an adult if they know or suspect that someone else is being bullied

Prevention of bullying:

Embsay School has a pro-active attitude to anti-bullying. All staff have a responsibility for dealing with this problem and in ensuring that pupils are well supervised in the classroom, around school and the playground. Children have their awareness of the issue raised and addressed in a variety of ways; through collective worship, the PSHE curriculum, P4C, the SEAL programme etc which inform them of the school's expectations and about the unacceptability of bullying and what to do if they experience or are aware of bullying by others. Through our caring and inclusive ethos we develop positive relationships. We are involved with the national 'Anti-bullying week' each Autumn and we use this as an opportunity to increase the awareness of the anti-bullying ethos throughout our school.

At Embsay we recognise that there are particular times when children may be more vulnerable to bullying – particularly lunch and break times – and arrangements are in place to ensure that at such times there is adequate supervision available to reduce the risk of bullying incidents.

Intervention and protection:

Low level incidents

We are realistic in our expectations of the children in our care and talk to them about the importance of their actions and behaviour. They know to turn to an adult if they need help and support. If a child has been hurt or upset they will be comforted and reassured. The relevant adult will investigate and if the other child's behaviour is not acceptable it will be dealt with in line with the school's behaviour policy. Any child who has demonstrated bullying type behaviour will be encouraged to realise that their behaviour is wrong and will not be tolerated. The child is still a valued member of the school community and restoration will be encouraged.

All bullying assessed at **low** level will be handled quickly and sensitively as above. In most cases this will not trigger the procedures set out below and in the Behaviour Policy for Persistent Trivial Behaviour Or Serious Acts Of Misbehaviour. A decision will be taken as to whether or not parents need to be informed.

Medium level incidents

Where it is felt that the incident(s) is more serious, at a **medium** level, or actions continue after initial **low** level intervention, the school will engage in additional interventions e.g. involvement of pastoral support, additional levels of adult supervision etc. Parents of children involved will be informed of the problem. The headteacher will become actively involved, including meeting with parents if appropriate. Sanctions may also be applied in line with the school's behaviour policy. The formal procedure and sanctions set out in Annex A below will be followed.

High level incidents

If bullying incidents became embedded and **high** level the school would seek external support for the perpetrator. We would draw up an IEP (Individual Education Plan) or Behaviour Plan and undertake 1:1 or specific group work within school. In such cases the school would also consider initiating the CAF (Common Assessment Framework) process. Additional support for the target will be sought through e.g. mentoring support, counselling, North Yorkshire Prevention Service or the Educational Psychology Service, as appropriate.

Post incident responses:

Embsay School will take firm and decisive action to deal with any incident of bullying which is witnessed by or reported to any member of staff. When a member of staff receives information, either directly or indirectly, that a child may have been the target of a bullying incident, this report will be taken seriously and investigated. We will offer a proactive, sympathetic and supportive response to children who are targets of bullying. The exact nature of the response will be determined by the particular child's individual needs and may include:-

For the target: – protection, sympathy/empathy/counselling and advice on how to avoid future incidents, mediation (where appropriate) and support.

For the child displaying bullying type behaviour: - reinforcement that this behaviour is unacceptable, advice and instruction on how to improve, reinforcement and support for improved behaviour, proportionate use of fairly and consistently applied consequences.

A flowchart of our anti bullying procedure can be found at Appendix A.

Monitoring: - recording and reporting incidents of bullying and gathering perceptions of bullying

- Teachers record summary of incidents (including allegations of bullying) on the CPOMs electronic system. All such entries are viewed by both the headteacher and the deputy head.
- A summary of any incidents is given to the full governing body, at least once a term, to enable analysis of any significant patterns and trends. This is anonymous and does not name specific pupils.
- Children in Y2 and Y6 complete the bi-annual ECM Health Related Behaviour questionnaire which provides details of children's perceptions of bullying and how well the school deals with this.
- End of year questionnaires for parents and Y6 include questions relating to bullying and how it is dealt with.
- Pupils have a confidential reporting system. There is a 'Worry Box' in every classroom. Pupils are aware that they can use these to report any concerns and that these will be acted upon promptly and sensitively. Where such concerns cross into Safeguarding issues, pupils are made aware that confidentiality could not be upheld.

Working with Parents/carers-

We as a school believe that education is a working partnership with parents/carers and we would always aim to resolve any bullying/alleged bullying issues within this partnership. We encourage parents to talk with their children about all their experiences in school. The school takes seriously all

expressions of concern from parents/carers and welcomes dialogue at the earliest opportunity via its “open door” policy, where parents may come into school if they wish to make an appointment to see a teacher.

If it becomes apparent that parents/carers/families are in need of additional support a referral may be made via the Single Point of Access, with the parents’ consent.

The school adheres to Local Authority procedures for complaints if unfortunately this becomes necessary. This is available from the school office or the school website.

Special Educational Needs and Duties under the Equality Act 2010

As an inclusive school we have children who come to the school with special educational needs. We respect and love these children in the same way as any other, even if their special educational needs lead to poor or inappropriate behaviour, including bullying. Embsay School also recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic being at a disadvantage. Consequently, our approach to bullying incidents may be differentiated to cater for the needs of individual children.

While we will not tolerate bullying by any child, we will make reasonable adjustments in order to cater for children’s individual needs.

Where necessary, agreed individual strategies will be implemented to support a child who is exhibiting bullying behaviour. This may include individual behaviour plans, risk assessment, extra support, home school report cards.

Where necessary support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others to identify or support specific needs.

Links to other policies- Child Protection, Behaviour, SEN, Safeguarding, Complaints.

Who will be responsible for monitoring? Head Teacher & Governing Body.

Appendix A

Incident reported by pupil (or parent) to member of staff or an incident is observed

- Staff member investigates – taking into account all children's views and accounts (separately)
- Incident recorded on CPOMs member of staff, including details of names, date
- and the nature of the incident. Head and deputy aware. On-going monitoring of the situation.
- Staff member talks to the perpetrator and victim separately. Parents are informed of the problem.

If problem continues then the following steps to be taken

- Headteacher becomes actively involved. On-going monitoring of the situation.
- Discussion takes place between the Headteacher and child concerned
- Parents are informed of concerns by telephone or in writing if contact by telephone has not been possible
- Arrangements are made for meeting with parents
- Child may be placed 'on report' (see below) and targets are identified as appropriate. Positive behaviour is rewarded at every opportunity.

If problem continues, then the following steps are taken

- Pupil's behaviour at lunchtime - parents are informed of possible exclusion at lunchtimes if problems continue.
- Parents invited into school to discuss the possibility of fixed-term exclusion of the perpetrator. North Yorkshire procedures and guidelines will be followed if this course of action is taken.