



## **Anti-Bullying Policy**

**Prepared by:**

**Rachel Carr**

**Approved by:**

**Curriculum and staffing  
committee**

**Date of Meeting:**

**June 2022**

**Date of Approval:**

**June 2022**

## **Rationale**

Providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity, and ensuring the safety and well-being of all members of the school community.

Every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. There is no place for bullying in our school and community and each of us involved in education has a role in creating a culture in school where bullying is not tolerated. No child deserves to suffer the pain and indignity that bullying can cause. We recognise the negative impact it has on the educational experiences and wider development of so many of our children and young people. Bullying has no place anywhere in the school community, and this applies both to the bullying of pupils and teachers.

We need to take an active approach to promoting good behaviour, respect for others and to tackling all forms of bullying — including prejudice-driven bullying and cyberbullying. We need to explicitly teach and inform children about what bullying is, how to recognise it, the impact it has on others, how to respond to bullying and the importance of not being involved in bullying. Our school, with the support of parents, the wider community, the local authority and children themselves, need to take effective action to prevent bullying happening in the first place. A preventative approach will help our school to safeguard the well-being of our pupils and staff, as well as playing our part in creating a society in which we all treat each other with dignity and respect. (DCSF Safe to Learn 2007).

This policy has been written in-line with the advice from the Anti-Bullying Strategy Group which was set up to coordinate activity relating to anti-bullying across the city of York. The group consists of colleagues from Schools, Education Psychology Team, Education Development Service, Access Team, Children's Trust and North Yorkshire Police.

## ***Aims***

At Lord Deramore's Primary School, 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.

This policy will:

- Ensure children are taught, explicitly, what bullying is, why people bully others, the effect it has on those being bullied and how to respond and help if they witness bullying.
- Raise awareness across the school that bullying in any form is unacceptable and that everyone has a shared responsibility in promoting a safe and secure environment.
- Promote a positive ethos where respect, relationships and responsibilities are key to developing social and emotional well-being.
- Ensure a consistent response to bullying, with effective support in place for both the person being bullied and the person doing the bullying.

## ***Definitions and Signs***

**Bullying** is defined as deliberately hurtful behaviour, repeated over a period of time, where those bullying exert power over those being bullied. The three main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)

**Cyberbullying** can be defined as 'the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else'. Cyberbullying is a 'method' of bullying. It can be used to carry out all the different 'types' of bullying (such as racist bullying, homophobic bullying, or bullying related to SEN and disabilities), but instead of the perpetrator carrying out the bullying in person, they use technology as a means of conducting the bullying. Cyberbullying can include a wide range of unacceptable behaviours, including harassment, threats and insults, and like face-to-face bullying, cyberbullying is designed to cause distress and harm. Cyberbullying can take place between children, between adults, but also across different age groups. Young people can target staff members or other adults through cyberbullying; there are examples of school staff being ridiculed, threatened and otherwise abused online. (DCSF Cyberbullying)

Pupils who are being bullied 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.

Schools' teaching and ancillary staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

### **Statutory duty of schools**

There are various legal requirements on and powers for schools that relate to bullying (including racist and cyber bullying). In particular, the Education and Inspections Act 2006 requires that Head Teachers must determine measures on behaviour and discipline that form the school's behaviour policy, acting in accordance with the governing body's statement of principles in so doing. 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'.

**The law empowers Head Teachers, to such extent as is reasonable, to regulate the behaviour of pupils when they are off school site (which is particularly pertinent to regulating cyberbullying) and empowers members of school staff to impose disciplinary penalties for inappropriate behaviour.**

### **Implementing the policy**

**For the successful implementation of the policy, our school will also ensure that the following statements are true.**

For pupils who experience bullying:

- they are heard
- they know how to report bullying and get help
- they are confident in the school's ability to deal with the bullying

- steps are taken to help them feel safe again
- they are helped to rebuild confidence and resilience
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused
- they are heard and reasons behind their actions are explored and support offered to improve their behaviour in future
- they learn to behave in ways which do not cause harm in future because they have developed their emotional skills and knowledge
- they learn how they can take steps to repair the harm they have caused (restorative) .

For schools:

- the whole school follows the Jigsaw PSHE scheme (as outlined previously) to teach about bullying
- the whole school take part in specialist theme weeks such as anti-bullying week, online safety and diversity week to reinforce our stance on bullying and to celebrate our uniqueness and diversity
- the whole school community is clear about the anti-bullying stance the school takes
- pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school
- every chance is taken to celebrate the success of anti-bullying work
- CPOMs is used to record any issues of bullying or perceived bullying, along with actions that staff take in response to events recorded
- all pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.

For heads, governors and other school staff:

- they develop whole-school policies which meet the law and school-inspection requirements
- they promote a school climate where bullying and violence are not tolerated and cannot flourish
- they continually develop best-practice based on knowledge of what works
- there is a review of the school anti-bullying policy every two years and, as a result, the policy and procedures are updated as necessary
- they review the use of Jigsaw PSHE scheme across each year group with training for staff (including new staff) as needed
- curriculum opportunities are used to address bullying
- pupil support systems are in place to prevent and respond to bullying
- they have addressed school-site issues and promote safe play areas
- all staff take part in relevant professional development, and are clear about their roles and responsibilities in preventing and responding to bullying
- all staff are aware of the importance of modelling positive relationships
- all staff are aware of the importance of taking reports of bullying by pupils, peers, staff and parents/carers are taken seriously and fully investigated

- all staff are aware of their responsibility to record all incidents of bullying or perceived bullying is recorded on CPOMs, along with all actions taken in response to the incident recorded
- data systems gather useful information about the effectiveness of the anti-bullying work (information gathering through questionnaires and the work of the school council), and this data is used for monitoring and evaluation, and is shared with the school community
- they work in partnership with parents, other schools and with Children's Services and community partners to promote safe communities.

For parents:

- they are clear that the school does not tolerate bullying
- they are aware of procedures to use if they are concerned their child is being bullied or does not feel safe to learn, including the school's complaints procedure
- they have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary, and that the school systems will deal with the bullying in a way which protects their child
- they are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

### **Preventing and reacting to bullying**

**Lord Deramore's Primary school follow the Jigsaw PSHE Scheme from Early Years to Year 6. Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate.**

**The second unit each year (Celebrating Differences) teaches children about respecting themselves and others, recognising differences and exploring our uniqueness. From the start in Early Years, the children are taught about what to do if they experience bullying, clearly explaining what bullying is. As children move through school, themes are revisited and bullying is explored in depth – including exploring why people bully others, the different types of bullying and what the children's response should be if they witness bullying.**

Our school will adopt a range of strategies to reduce bullying and to tackle it effectively when it does occur.

**Our school will take a preventative approach to bullying in a range of ways:**

Leadership:

- Promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying policy.
- Promote and reinforce our school mission statement – Striving to be the best we can be – nurturing learners for life – through encouraging respect, tolerance and care for others.

- Staff actively demonstrate positive behaviour and set a positive context for anti-bullying work in the school.
- Link with other schools in a local school partnership and with LA strategies.

#### Use of curriculum opportunities:

- PSHE lessons will be used to discuss issues around diversity and explicitly teach issues around bullying.
- Jigsaw PSHE is a whole-school approach to teaching many aspects of PSHE and mindfulness, including bullying.
- The use of creative learning through art, music, poetry, drama and dance can develop understanding of feelings and enhance pupils' social and emotional skills.

#### Use of other opportunities to raise awareness:

- Involvement in explicit focus weeks such as antibullying, online safety and diversity each year
- Targeted small group or individual learning can be used for those who display bullying behaviour as well as those who experience bullying
- Whole-school assemblies reinforce the messages taught in the Jigsaw lessons and children exhibiting values explored and taught in lessons is celebrated in weekly assemblies
- Visitors to school from different minority groups (such as Bart Gee and refugees) help reinforce the messages of diversity, respect and uniqueness
- Events which can prompt further understanding of bullying, such as theatre groups, exhibitions and current news stories.

#### Pupil voice:

- Listening to all pupils and taking their concerns seriously is a vital part in supporting children
- All pupils will be supported – those who are victims of bullying and those who are the perpetrators
- Engage pupils in developing anti-bullying policy and practice is an effective form of prevention.

#### Structured data gathering:

- Gathering information and data on the views and experiences of pupils, staff and parents in relation to bullying will enable the school to monitor and evaluate its anti-bullying work better.

#### Improving the school environment:

- Creating a whole school ethos, based on our mission statement – Striving to be the best we can be – nurturing learners for life, goes a long way in providing a safe and nurturing

environment. All staff should be clear about how expectations of behaviour can impact on our mission statement and in preventing bullying.

- Use available data to identify how the school environment, and how travel to and from school can be made safer can help to reduce incidents of bullying. E.g staff-supervision patterns in the playground, around the school buildings and the physical design of the school building(s), including investigating 'blind spots' where bullying could take place.

Professional development:

- We want to ensure that appropriately targeted information or professional development, including information on legal responsibilities, is available for: all staff — teachers, support staff, temporary staff (including student teachers), and governors.

Working with Children's Services:

- We want to work with the LA to ensure that partner agencies such as the Behaviour Support Service, Behaviour and Attendance Consultants, Education Psychology Service, Education Welfare Service and Child and Adolescent Mental Health Services (CAMHS) are engaged with anti-bullying work and pupil safeguarding has a high priority.
- The LA Anti-bullying Strategy Group can be contacted for support and guidance.

**Our school will react to bullying in a range of ways:**

- Clear and effective pupil-reporting systems:

Our school has systems in place to enable pupils to report bullying incidents. Pupil-reporting systems include:

- ⇒ The use of CPOMs to record incidents and reports of incidents involving all kinds of bullying. Actions in response to incidents or reports of incidents are also recorded
- ⇒ Reports of bullying are **ALWAYS** taken seriously and thoroughly investigated
- ⇒ confidential and varied routes to report bullying
- ⇒ effective and fair investigation
- ⇒ listening strategies
- ⇒ follow-up systems to ensure that agreements are sustained.

- Use of sanctions and learning programmes:

At our school sanctions are applied fairly, proportionately, consistently and reasonably, taking account of any SEN or disabilities that pupils may have, and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children, and it should be made clear that their actions are wrong and appropriate sanctions imposed. In addition to sanctions, school will always investigate the reasons behind the bullying and support will be put in place to make sure the perpetrator does not repeat their actions.

Sanctions have a number of purposes:

- ⇒ to impress on the perpetrator that what he/she has done is unacceptable

- ⇒ to deter him/her from repeating that behaviour
- ⇒ to signal to other pupils that the behaviour is unacceptable and deter them from doing it.

In reviewing sanctions, we wish to ensure that we address bullying behaviours in a way which does not lead to escalation but resolution and which gives the best chance that bullying will not be repeated.

When other strategies and sanctions do not resolve the problem, permanent exclusion may be justified in the most serious and persistent cases, particularly where violence is involved. The Department's guidance for exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated:

We also want to ensure that the needs of the pupil who has experienced bullying are addressed. It is not advisable to force them into situations where they have to face their bullies in isolation. It is good practice to keep disruption to their learning to a minimum; allow them to retain access to their friends and make them aware of the punishment that the pupil who bullied them will receive, as well as the support they themselves are being given.

Pupils must not be excluded from school for being bullied, even if we believe they are doing so for the child's benefit. The legislation on exclusion makes clear that 'exclude...means exclude on disciplinary grounds'

Strategies are also in place to provide an opportunity for the pupil to put right the harm they have caused.

- Use of reward and celebration strategies:

Our school uses a range of rewards and celebration strategies to encourage pupils to behave well and take care of each other, including:

- ⇒ Rewards for individual pupils who take a specific role in anti-bullying work, e.g. as peer mentors or 'listeners'.
- ⇒ The National Healthy Schools Status.
- ⇒ Class reward charts and special mention assemblies
- ⇒ Use of national awards such as the Princess Diana Memorial Award for Anti-Bullying.

- ***Developing the roles pupils can play***

***Our school involves pupils in promoting a positive whole school ethos (including the prevention of bullying) in a number of ways:***

- ⇒ *Through the use of the Jigsaw PSHE scheme throughout school.*
- ⇒ *Through active participation in focus weeks, such as anti-bullying and diversity*
- ⇒ *Through being encouraged to have a say about the reward and sanction policy of the school to ensure they view sanctions as fair and make them feel they have an influence over tackling the issue.*



- **Engaging parents/Carers**

We take all reports of bullying seriously. We believe it is important for our school to work with parents/carers to help them to understand our approach with regards to bullying and to engage promptly with them when an issue of bullying comes to light, whether their child is the pupil being bullied or the one doing the bullying. We will ensure parents/carers are made aware of how to work with us on bullying and how they can seek help if a problem is not resolved.

We are legally required to have a complaints procedure and to make parents aware of this.

### **Reporting and recording incidents of bullying**

We encourage pupils to report bullying in confidence using a variety of methods. However, if pupil safety is at risk then school staff cannot keep the information confidential. Staff will use their judgement as to how to speak to the pupil about this. Through the Jigsaw PSHE lessons, children are encouraged to talk about and report all issues of bullying.

Our school ethos and relationships with staff ensure that:

- pupils have confidence that their concerns will be treated promptly and seriously, and that action will be taken which will not make their situation worse
- pupils can access reporting routes easily
- pupils know who will deal with their concerns, and have trust both in them and the systems which the school uses
- pupils are aware that malicious reporting relating to pupils or staff will be taken seriously and could incur a disciplinary sanction.

### **Reporting arrangements for parents**

Parents are frequently the ones to report bullying incidents to the school. If a parent contacts the school:

- ⇒ *Reception staff and other staff taking phone messages, notes or receiving visitors have been trained in school systems and procedures, and are clear about steps to be taken.*
- ⇒ *Reception and other staff are sensitive to the emotional needs of parents making contact with a school about incidents of bullying.*
- ⇒ *Parents should have confidence that staff will act promptly, take the concern seriously and not take action which makes the situation worse for their child.*
- ⇒ *Staff will take actions to agreed timescales and report progress to parents.*
- ⇒ *Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.*

In the additional information, sources of support for parents are listed in DCSF Safe to Learn pages 58-60.

### **Data-collection management**

The DCSF recommends that schools should record all incidents of bullying, including by type, and report the statistics to their LA. Lord Deramore's do this using the CPOMs recording system.

Schools have a specific legal duty (Race Relations (Amendment) Act 2000) to have a race equality policy and monitor its impact on pupils, staff and parents. Schools also have a specific duty to eliminate disability-related harassment under the Disability Discrimination Act 2005.

Keeping records of bullying incidents enable us to:

- ⇒ manage individual cases effectively
- ⇒ monitor and evaluate the effectiveness of strategies
- ⇒ celebrate the anti-bullying work of the school
- ⇒ demonstrate defensible decision-making in the event of complaints being made
- ⇒ engage and inform multi-agency teams as necessary.

### **Staff professional development**

The DCSF recommends that schools review general and specific staff induction and continuing professional development (CPD), and identify how to ensure staff training reflects the anti-bullying policy and practice of the school. Where specific training needs have been identified for particular members of staff through school self-evaluation and individual-performance management reviews, the Head Teacher must ensure that those members of staff have access to the advice, training and development opportunities appropriate to their needs. Staff are also trained in the delivery of the Jigsaw PSHE scheme, in how to respond to parent/carer concerns and in investigating and recording incidents. Leadership with school support staff in dealing with incidents of bullying – both for the victim and the perpetrator.

We ensure that supply teachers, temporary support staff and volunteers are clear about their responsibilities in relation to anti-bullying work in the school.

### **Communicating the policy**

As a school, we summarise the behaviour and anti-bullying policies within staff and governor information, and include them within induction programmes for all staff (including voluntary, temporary and supply staff).

The policy is always accessible to parents/carers and can be found (*name place e.g. website, parent handbook, prospectus*).

Pupils are made aware of the policy through a range of means including assemblies, lessons, school council meetings, notice-boards, planners etc.

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

The school will review this policy bi-annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.  
(Key questions for evaluation can be found in DCSF Safe to Learn page 23)

The delivery of the Jigsaw PSHE scheme, as a pivotal part of our anti-bullying education, will be monitored throughout the year.

## Links to whole school policies

This policy links to other whole school policies on:

- ⇒ *School-improvement policies and plans*
- ⇒ *Curriculum policies, in particular Personal Social and Health Education (PSHE), Citizenship, Creative and Expressive Arts,*
- ⇒ *Pupil support and safeguarding policies.*
- ⇒ *Behaviour policy*
- ⇒ *Staffing policies*
- ⇒ *Equality and diversity policies (e.g. disability-equality scheme and race-equality policy).*
- ⇒ *School-communication policies and celebration of achievement practices.*

- ⇒ **Useful sources of information**

### Websites:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/>

<http://nationalstrategies.standards.dcsf.gov.uk/search/results/%22bullying%22>

[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

[www.nationalstrategies.standards.dcsf.gov.uk/primary/behaviourattendanceandseal/primaryseal](http://www.nationalstrategies.standards.dcsf.gov.uk/primary/behaviourattendanceandseal/primaryseal)

## Additional Information

### **Establishing Safer School Partnerships (SSPs)**

Establishing a Safer School Partnership (SSP) with the local police can be an effective prevention strategy and effective reaction tool. The aims of an SSP are to:

- Reduce the prevalence of crime, anti-social behaviour and victimisation amongst children and young people, and to reduce the number of incidents in schools and their wider communities.
- Provide a safe and secure school community which enhances the learning environment.
- Engage children and young people, challenge unacceptable behaviour, and help them develop respect for themselves and their community.
- Ensure that children and young people remain in education, are actively learning, healthy and achieving their full potential.

In terms of dealing with incidents of bullying at the time they occur the vast majority can be handled by the school. However, if a serious assault or injury occurs as a result of bullying the police should be involved.

## **Restorative justice**

The use of restorative approaches in schools developed from experience of restorative justice in the youth and criminal justice systems. The principle is that the pupil causing harm is held to account for their behaviour. This means:

- accepting responsibility for the harm caused to the individual being bullied
- accepting responsibility for the harm caused to others (e.g. staff, friends or family)
- recognising the need to take action to begin to repair the harm caused
- agreeing a range of actions in conjunction with all those involved which will be monitored over an agreed period of time.

There is a range of restorative approaches, from informal meetings with pupils where they can talk through their issues in a structured way, to, at the most formal end, a restorative conference with an independent facilitator. Restorative approaches can be effective when the requisite time and resources are invested, but it is important that they are used in conjunction with, not in place of, sanctions.

## **Support for parents**

Within the LA, Parents can contact the Access Team on 01904 554246.

Parents can contact Parentline Plus on 0808 800 2222 for further advice on helping their child to deal with bullying. Parentline Plus offers a 24-hour confidential and free line for parents staffed by trained volunteers, as well as materials, workshops and courses that give parents tools and ideas to build closer relationships with their children, and to help their children to make the most of life. There is extensive information on the [Parentline Plus](#) website where the leaflet on helping parents worried about bullying, [Be Someone to Tell](#), can be downloaded.

Some parents may need specific support to help deal with their child's behaviour, including instances of bullying. Where our school identifies that this is the case, the school should initially provide support themselves or signpost the parents to appropriate channels of help.

The DCSF leaflet 'Parenting Contracts; A guide for parents' (DCSF 00528-2007) states that " Every Mum, Dad and Carer needs support from time to time, especially if their child is having problems at school. Schools can offer this support through a voluntary parenting contract which is an agreement between parent or carer and school. They are a way for the school and parent/carers to work together to help improve a child's behaviour or attendance. Where parents are offered a contract but do not accept it they will need try to find other ways to improve their child's behaviour. If there is no improvement the school or LA may apply to court for a "Parenting Order."