

# Escrick Church of England Primary School Anti-Bullying Policy

We are all an important piece of the Escrick jigsaw and together we grow and learn. The Christian values of Wisdom and Joy underpin our Ethos and we value and respect everyone, allowing us all to make a difference to the world.

**‘Every person is an individual and also part of a community’**

1 Corinthians 12:12-27

Bullying behaviour is contrary to our vision and values, and so we adopt a zero-tolerance approach to bullying behaviour.

We expect pupils to act safely to ensure everyone feels safe in school at all times. We teach pupils to understand the issues relating to all forms of bullying and ensure that they feel confident to seek support from school if they, or they believe others, are unsafe. We strive to ensure our families feel confident that their children are safe and cared for in our school and that incidents, when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of our role within the local community supporting families and working with other agencies outside the school where appropriate.

 This policy is available on the school’s website.

**The aims of this policy**

The aims of this policy are to:

* prevent bullying in any form;
* adopt a clear and consistent approach to dealing with incidents of bullying and
* ensure that all stakeholders are aware of this policy and their roles and responsibilities in contributing to its implementation.

**Definition of Bullying**

There is no legal definition of bullying. But it is usually defined as repeated behaviour which is intended to hurt someone either emotionally or physically, and is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.

Bullying can take many forms including:

* physical assault
* social bullying
* threatening behaviour
* name calling
* cyberbullying
* sexualised bullying

<https://www.bullying.co.uk/general-advice/what-is-bullying/>

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even those which represents a one-off incident, and report them to the local authority for monitoring purposes.

We recognise that bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

**Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of cyberbullying occur outside school we will offer support and guidance to families and their children who experience online bullying and will treat cyberbullying with the same severity as any other forms of bullying.

We will ensure that our children are taught safe ways to use the internet (see our computing and e-safety policy) and encourage good online behaviour.

**Roles and responsibilities**

The Head teacher has overall responsibility for the policy and its implementation and liaising with the governing body, families, SYMAT, NYCC and outside agencies.

The headteacher’s responsibilities are:

* policy development and review involving pupils, staff, governors, families and relevant local agencies;
* implementing the policy and monitoring and assessing its effectiveness in practice;
* ensuring evaluation takes place and that this informs policy review;
* managing bullying incidents;
* managing the reporting and recording of bullying incidents;
* assessing and coordinating training and support for staff and families, where appropriate, and
* coordinating strategies for preventing bullying behaviour.

Staff responsibilities are to:

* provide a safe, secure and caring environment;
* promote and sustain good behavior;
* listen to all reports of bullying no matter how small;
* address each situation in line with procedures, and
* work collaboratively with all relevant members of the school community, developing positive partnerships with families.

Pupil responsibilities are to:

* report all incidents of bullying;
* adhere to the school’s rules, values and Good Behaviour Policy;
* avoid inappropriate behaviour which might be considered as bullying, and
* be respectful and supportive to others at all times.

Family responsibilities are to:

* work in partnership with the school;
* advise their children to report any concerns to a member of staff;
* support and reinforce the school’s Good Behaviour policy, and
* contact the school’s business manager to arrange an appointment with the child’s class teacher (and/or headteacher) to discuss concerns.

**Reporting and responding to bullying** - **Procedures**

All reported incidents will be taken seriously and investigated, involving all parties.  The staff are aware of and follow the same procedures.

The following steps will be taken:

* staff will listen to concerns when reported;
* the class teacher and headteacher will be informed if not already involved;
* other staff will be informed by the class teacher or headteacher, as appropriate;
* all persons involved in the bullying incident will be identified;
* discussions will take place with all persons involved. The discussion will focus on finding a solution and preventing the bullying from recurring;
* staff will remain neutral and use open questioning;
* incidents will be recorded;
* appropriate sanctions will be implemented in accordance with the school’s Good Behaviour policy, and
* a follow-up discussion will take place with those affected.

If the problem persists or is not resolved staff will:

* implement procedures within the hierarchy of sanctions (refer to Good Behaviour Policy);
* continue to monitor the situation and follow procedures for reporting significant and repeated incidents of bullying as outlined above;
* contact parents, as necessary, at any stage of the procedures, depending on the seriousness of the bullying;
* contact outside agencies if necessary, and
* liaise with the wider community if the bullying is taking place off the school premises, i.e. in the case of cyberbullying or hate crime.

**Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored in the school’s office.

Prejudice related incidents are reported to the local authority using the guidelines set out by NYCC.

Information stored in school will be used to ensure individual incidents are followed up.  It will also be used to identify trends and inform preventative work in school and development of the policy.

The information will be presented to the governing body.

This policy will be reviewed and updated every two years.

**Links with other policies and why**

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| **Policy** | **Why** |
| Good Behaviour Policy | Rewards and sanctions, School Rules |
| Child Protection Policy | Child protection |
| E-safety and Acceptable Use Policies | Cyber bullying and e-safety |
| Equalities policy | Prejudice related crime (homophobia, race, religion and culture and SEN/disability) |
| GDPR/ Confidentiality Policy | Reporting and recording |
| PSHCE and SRE | Strategies to prevent bullying / building relationships |
| Complaints Policy | Guidelines to make a complaint if families are not happy with the school’s response |

**APPENDIX:**

**What does bullying look like?**

Bullying behaviour can be physical, verbal, emotional or cyber and includes:

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| **Physical**   * Physical assault - hitting; pushing; kicking; tripping; spitting; hair pulling. * Taking or damaging belongings; interfering with another’s property by stealing / hiding / damaging it. * Writing or drawing offensive notes / graffiti about another. | **Verbal**   * Name calling. * Insulting or offensive remarks; accusing; taunting; put downs; mocking; sarcasm. * Ridiculing another’s appearance / way of speaking / disability / personal mannerisms / race / colour / religion. * Humiliating another publicly. * Gossiping, spreading hurtful and untruthful rumours. * Threatening; intimidation. * Extortion / threatening demands for money or other items. |
| **Emotional**   * Excluding/shunning others from group activity/social setting or play. * Belittling another’s abilities or achievements. * Menacing looks/stares. * Rude signs or gestures. | **Cyber**   * Hacking into someone’s accounts/sites. * Posting prejudice/hate messages to hurt /embarrass /demean /harass /provoke or humiliate. * Impersonating someone on line. * Public posting of images to hurt /embarrass /demean /harass /provoke or humiliate. * Exclusion. * Threats and manipulation. * Cyber stalking. * Unauthorised publication or manipulation of private information. * Misuse of mobile phones. |

**Strategies for preventing bullying**

***Proactive Strategies to ensure awareness is raised:***

* Communication of clear school rules, core values (including respect), positive behaviour expectations and the promotion of Christian values.
* Ensuring that all staff (teaching and non-teaching), parents and pupils and all members of the school community are aware of the school’s Good Behaviour Policy.
* Awareness raising e.g. Parent Induction meetings, class information meetings, School Policies, newsletters, school website.
* Celebration of good behaviour in class and whole school celebration assemblies.
* Worry boxes in all classrooms.
* Involvement in anti-bullying assemblies
* Vigilant supervision – playground / general school environment.
* Promotion of Anti-Bullying Week annually in November (Odd Sock Day 2019).
* Specific curriculum input in PSHE and Computing on areas of concern such as relationships, cyber bullying and internet safety.
* Pupil voice group.
* Peer mentor.
* Staff training for all staff.
* Parent workshops.
* Use of outside agencies – NSPCC, Child line.

***Reactive Strategies when dealing with alleged incidents of bullying:***

* If bullying is suspected or reported, attempts will be made to resolve the situation quickly.
* Reports will always be taken seriously.
* Steps will be taken to ensure the child feels safe and secure.
* Significant incidents will involve further investigation and recording. A clear account reported to the appropriate members of staff i.e. class teacher / Headteacher / Designated Teacher for Child Protection.
* Significant or repeated incidents will require parents to be informed.
* Disciplinary measures / sanctions, which are proportionate and clearly set out in the Good Behaviour Policy, will be explained and used.

**Useful organisations**

**Anti-bullying Alliance (ABA)** - [www.anti-bullying.org](http://www.anti-bullying.org)

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

[**Mencap**](http://www.mencap.org.uk) –[www.mencap.org](http://www.mencap.org)

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall – www.stonewall.org.uk**

**The lesbian, gay, bisexual and transgender charity - Educational Action Challenging Homophobia (EACH)** – [www.eachaction.org.uk](http://www.eachaction.org.uk)

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia.  The website gives guidance, contact details and a freephone helpline.

[**School's Out**](http://www.schools-out.org.uk/) –[www.schools-out.org.uk](http://www.schools-out.org.uk)

[**Childnet International**](http://childnet-int.org/) –[www.childnet-int.org](http://www.childnet-int.org)

Childnet International - The UK's safer internet centre

**NSPCC/ChildLine-** [**www.nspcc.org.uk**](http://www.nspcc.org.uk)**,**[**www.childline.org.uk**](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

**Show Racism the Red Card –** [**www.theredcard.org.uk**](http://www.theredcard.org.uk)

Policy Approved: November 2021 Date for reviewing: November 2023