



Anti-Bullying Policy

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Totley Primary School Anti-Bullying Policy

This policy is based on the DfE guidance for “Preventing and Tackling Bullying” July 2017 and supporting documents. It also takes into account the DfE statutory guidance for “Keeping Children Safe in Education” (updated 2022) and the DfE statutory guidance related to Relationships Education, Relationships and Sex Education (RSE) and Health Education (updated 2021).

INTRODUCTION

Totley Primary School is committed to providing a safe, positive, valuing and inclusive environment for children, staff and parents/carers. We want to nourish children to flourish in the world. A key way that we do this is through Relationships: positive relationships provide a true sense of belonging for all of our school community. We create a positive and caring ethos where individuals are respected and feel secure in a way which enhances their social and academic development. We promote cooperative behaviour to prevent bullying. Through this policy we ensure consistency of approach and set out measures to deal with the problem swiftly once identified.

2. POLICY OBJECTIVES

- This policy outlines what Totley Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Totley Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

3. LINKS WITH OTHER SCHOOL POLICIES, PRACTICES AND GUIDANCE

3.1 This policy links with a number of other school policies, practices and guidance including:

- Behaviour Policy
- Complaints Policy
- Child Protection Policy
- Online Safety and Acceptable Use Policy
- Curriculum policies, such as: PSHE (Personal, Social, Health and Economic Education) /RSE (Relationships and Sex Education) and Computing

4. LINKS TO LEGISLATION

4.1 There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989, 2004
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986, 2022

5. RESPONSIBILITIES

5.1 It is the responsibility of:

- the Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- school Governors to take a lead role in monitoring and reviewing this policy.
- all staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- parents/carers to support their children and work in partnership with the school.
- children to abide by the policy.

6. DEFINITION OF BULLYING

- Bullying is “behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally” (DfE: “Preventing and Tackling Bullying,” July 2017).
- Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text or instant messenger, through gaming, websites, social media sites and apps and by sending offensive or degrading photos or videos to other online.
- Bullying can be a form of child on child abuse and can be emotionally abusive. It can cause severe and adverse effects on children's emotional development.
- 6.1 We recognise and consider a variety of factors at our school in relation to bullying:
- It may take place over a short period of time or over years.

- It may be individual intimidation or involve groups.
- It can involve girls and boys equally.
- It can include racial and sexual harassment.

7. FORMS OF BULLYING COVERED BY THIS POLICY

7.1 Bullying can happen to anyone. This policy covers all types of bullying:

- bullying related to a protected characteristic
 - bullying related to race, religion, nationality or culture
 - bullying related to SEND (Special Educational Needs or Disability)
 - bullying related to appearance or physical/mental health conditions
 - bullying related to sexual orientation (homophobic bullying)
 - bullying of young carers, children in care or otherwise related to home circumstances
 - sexist, sexual and trans-phobic bullying
 - bullying via technology, known as online or cyber bullying

8. SCHOOL ETHOS

8.1 Totley Primary School recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals. It can create a barrier to learning and have serious consequences for mental wellbeing.

8.2 By effectively preventing and tackling bullying, our school can help to create a safe, disciplined environment where children are able to learn and fulfil their potential.

8.3 What we do in our community:

- We monitor and review our Anti-Bullying Policy and practice on a regular basis.
- We support staff to promote positive relationships to help to prevent bullying.
- We recognise that some members of our community may be more vulnerable to bullying and its impact than others. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- We intervene by identifying and tackling bullying behaviour appropriately and promptly.
- We ensure that our children are aware that bullying concerns will be dealt with sensitively and effectively and that everyone should feel safe to learn and abide by the **Anti-Bullying policy**.
- We require all members of the community to work with the school to uphold the **Anti-Bullying policy**.
- We report back to parents/carers regarding concerns on bullying, dealing promptly with complaints.
- We seek to learn from good anti-bullying practice elsewhere.
- We utilise support from the Local Authority and other relevant organisations when appropriate.

9. RESPONDING TO BULLYING

All accusations of bullying are reported on CPOMs (the software we use to log and monitor Safeguarding, wellbeing and pastoral issues) as well as to the Safeguarding Team, including the Designated Safeguarding Lead.

9.1 The following steps may be taken when dealing with all incidents of bullying reported to the school.

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied, making sure they are not at risk of immediate harm and will involve them in any decision making, as appropriate.
- The Head Teacher/Designated Safeguarding Lead or another member of leadership staff **and** at least one other adult will interview all parties involved.
- The Designated Safeguarding Lead will be informed of all bullying issues where there are safeguarding concerns.
- The school will inform other staff members and parents/ carers, where appropriate.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police (if a criminal offence has been committed) or other local services including Early Help or children's social care (if a child is felt to be at risk of significant harm).
- Where the bullying takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with the school's behaviour policy.
- A clear and precise account of the incident will be recorded by the school in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.

9.2 What we do when needing to respond to any **cyber bullying** concerns:

- We act as soon as an incident has been reported or identified.
- We provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- We encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- We take all available steps where possible to identify the person responsible. This may include:
 - looking at use of the school systems;
 - identifying and interviewing possible witnesses;
 - contacting the service provider and the police, if necessary.

- We work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.

Examples of what this may include:

- support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- confiscating and searching children' electronic devices, such as mobile phones, in accordance with the law and also the school searching and confiscation policy.
- requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
 - We ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
 - We inform the police if a criminal offence has been committed.
 - We provide information to staff and children regarding steps they can take to protect themselves online. Examples of what this may include:
 - Advising those targeted not to retaliate or reply;
 - Providing advice on blocking or removing people from contact lists;
 - Helping those involved to think carefully about what private information they may have in the public domain.

10. SUPPORTING CHILDREN

10.1 As a school, we support children who have been bullied in a variety of ways:

- by reassuring the child and providing continuous support
- by offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead or a member of staff of their choice
- by being advised to keep a record of the bullying as evidence and discussing how to respond to concerns and build resilience as appropriate
- by working towards restoring self-esteem and confidence
- by providing ongoing support; this may include working and speaking with staff, offering formal counselling and engaging with parents and carers
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services or support through Child and Adolescent Mental Health Services (CAMHS)
- 10.2 As a school, we help children who have perpetrated bullying in a variety of ways:
 - by discussing what happened, establishing the concern and the need to change

- by informing parents/carers to help change the attitude and behaviour of the child
- by providing appropriate education and support regarding their behaviour or actions
- if online, requesting that content be removed and reporting accounts/content to service provider
- by sanctioning, in line with school behaviour policy; this may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), and fixed-term or permanent exclusions
- where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services or Child and Adolescent Mental Health Services (CAMHS) as appropriate

11. SUPPORTING ADULTS

11.1 Our school takes measures to prevent and tackle bullying among children. However, it is equally important to recognise that bullying of staff and parents, whether by children, parents or other staff members, is unacceptable.

11.2 We will support adults (staff and parents) who have been bullied or affected by bullying in a variety of ways:

- by offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the Head Teacher
- by advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate
- where the bullying takes place off school site or outside of normal school hours (including online), investigating the concern and ensuring that appropriate action is taken in accordance with the school's behaviour policy
- by reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online
- by reassuring and offering appropriate support
- by working with the wider community and local/national organisations to provide further or specialist advice and guidance

11.3 We will help adults (staff and parents) who have perpetrated the bullying in a variety of ways:

- by discussing what happened with a senior member of staff and/or the Head
- Teacher to establish the concern
- by establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures
- if online, requesting that content be removed
- by instigating disciplinary, civil or legal action as appropriate or required

12. PREVENTING BULLYING

12.1 Environment:

What our school does:

- We create and support an inclusive environment which promotes a culture of mutual respect and consideration and care for others that is upheld by all.
- We recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- We openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference; also, children with different family situations, such as looked after children or those with caring responsibilities.
- We challenge practice and language which does not uphold the values of tolerance, non-discrimination and respect towards others.
- We encourage others to use technology, especially mobile phones and social media, positively and responsibly.
- We work with staff, the wider community and outside agencies to prevent and tackle concerns, including all forms of prejudice-driven bullying.
- We actively create “safe spaces” for vulnerable children and young people.
- We celebrate success and achievements to promote and build a positive school ethos.

12.2 Policy and Support

- What our whole school community will do:
- We will provide a range of approaches for children, staff and parents/carers to access support and report concerns.
- We will regularly update and evaluate our practice to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- We will avoid, at all times, labelling children as either victims or bullies.
- We will take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects children, even when they are not on school premises.
- We will implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident so that others see that bullying is unacceptable.
- We will use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.
- 12.3 Education and Training
- What our whole school community will do:
- We will train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and

pastoral staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures (including recording and reporting incidents).

- We teach the British values of **democracy, the rule of law, individual liberty, mutual respect and tolerance**.
- We will consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities such as through displays, assemblies, peer support, the Junior Leadership Team, Anti-Bullying Week etc.
- We will provide systematic opportunities to develop children' social and emotional skills, including building their resilience and self-esteem.

13. INVOLVEMENT OF CHILDREN

13.1

- We will involve children in discussions to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
- We will regularly canvas children and young people's views on the extent and nature of bullying.
- We will ensure that all children know how to express worries and anxieties about bullying.
- We will ensure that all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- We will involve children in anti-bullying campaigns in school and embedded messages in the wider school curriculum.
- We will publicise the details of internal support, as well as external helplines and websites.
- We will offer support to children who have been bullied and to those who are bullying in order to address the problems they have.

14. INVOLVEMENT AND LIAISON WITH PARENTS AND CARERS

14.1

- We will take steps to involve parents and carers in developing policies and procedures to ensure they are aware that the school does not tolerate any form of bullying.
- We will make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats.
- We will ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- We will work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- We will ensure that parents work with the school to role model positive behaviour for children, both on and offline.
- We will ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

15. MONITORING AND REVIEW

15.1 Putting policy into practice:

- We will ensure that we regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- We will ensure that any issues identified will be incorporated into the school's action planning.
- The Head Teacher will be informed of bullying concerns, as appropriate.
- The Head Teacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.

16. USEFUL LINKS AND SUPPORTING ORGANISATIONS

General

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council:
www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullyingandsend-modulefinal.pdf
- DfE: SEND code of practice:
www.gov.uk/government/publications/send-code-ofpractice-0-to-25

Cyber bullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS)
www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
- Race, religion and nationality

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com/
- Show Racism the Red Card: www.srrtc.org/educational
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LGBT

- Barnardos LGBT Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
- Metro Charity: www.metrocentreonline.org
- EACH: www.eachaction.org.uk
- Proud Trust: www.theproudtrust.org
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW)
- www.endviolenceagainstwomen.org.uk
- A Guide for Schools:
- [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW Coalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAW_Coalition-Schools-Guide.pdf)
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobodycampaign-posters
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related

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