

Thurgoland C.E. Primary School



Anti-Bullying Policy

Approved by:

Headteacher Mr D Jordan

Chair of Governors Mrs Laura Gregory-White

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THURGOLAND

CHURCH OF ENGLAND PRIMARY SCHOOL



LEARNING TOGETHER
IN FAITH & JOY

Our Christian Vision

LOVING GOD, BLESS THURGOLAND SCHOOL



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"

(Church of England Vision for Education p.12)

AND MAY IT BE A PLACE OF FAITH AND JOY

As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.



Our vision is rooted in the Parable of the Mustard Seed (Matthew 13 31-32): **A mustard seed...**

"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense—academically, socially, morally, physically and spiritually.



LOVE TO LEARN



GIVE IT A GO



SHOW RESPECT



AIM HIGH



BE RESILIENT

BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



TOGETHERNESS

Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."

(John Paul II)

"I AM BECAUSE WE ARE."

WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

TO MAKE THE WORLD A BETTER PLACE.



BEST SELF

AMEN

COMBATING BULLYING

Statement of Intent

The aims and objectives of Thurgoland C.E. Primary School in formulating this statement are:

- To help eradicate instances in which pupils are subjected to bullying in any form.
- To ensure that all pupils, staff and parents are aware of our approach to bullying and fulfil their obligations to eradicate it in our school.
- To support the understanding by all parties of what constitutes bullying and the impact this can have.
- To establish an agreed means of dealing with any instances of bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.

Definition of Bullying

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying.'

Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.

The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. Specifically, this can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Thurgoland CE Primary School recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying is recognised by Thurgoland CE Primary School as being a form of child on child abuse; children can abuse other children.

Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.

All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.

Forms and Types of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types and forms of bullying including but not limited to:

- Bullying related to physical appearance;
- Bullying of young carers, children in care or otherwise related to home circumstances;
- Bullying related to physical/mental health conditions;
- Physical bullying;
- Emotional bullying;
- Sexualised bullying/harassment;
- Bullying via technology, known as online bullying or cyberbullying;
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics) which may include: Bullying related to race, religion, faith and belief and for those without faith;
- Bullying related to ethnicity, nationality or culture;
- Bullying related to Special Educational Needs or Disability (SEND);
- Homophobic, biphobic and transphobic (HBT) bullying is bullying directed at someone who is or is perceived to be lesbian, gay, bisexual or trans (LGBT);
- Gender based bullying, including transphobic bullying;
- Bullying against teenage parents (pregnancy and maternity under the Equality Act).

School Ethos

Thurgoland CE Primary School community recognises that all forms of 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.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and be their best self.

Our Community:

- Understands the importance of challenging inappropriate behaviours between children;
- Monitors and reviews our anti-bullying policy and practice on a regular basis;
- Supports staff to promote positive relationships to help prevent bullying;
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND or children who are perceived to be lesbian, gay, bisexual or trans (LGBT). Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required;
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly;
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.;
- Requires all members of the community to work with the school to uphold the anti-bullying policy;
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages;
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy;
- Seeks to learn from good anti-bullying practice elsewhere;
- Utilises support from the Local Authority and other relevant organisations when appropriate.

Actions taken to Combat Bullying

Creation of an appropriate climate by:

- Teaching about bullying through our Personal, Health and Social Education curriculum, R.E. circle time and during assemblies;
- Wellbeing check ins and journaling;
- Teach and promote assertive behaviour strategies – teach responses to verbal, physical and online attacks and when they might seek support from others;
- Building individual pupil's self-esteem to enable them to cope in a range of situations;
- Celebrate diversity and promote respect for all members of the school community;
- Ensuring that pupils, staff and parents have a good understanding of what constitutes bullying;
- Ensuring that there is a clear expectation that all staff are vigilant and report any suspected bullying, or circumstances that may lead to bullying, to the head teacher immediately;
- Establishing and developing a climate of responsibility where pupils are prepared to discuss the topic of bullying i.e. in circle time, through One Decision video prompts and through Sticky Questions;
- Involve pupils in creating a positive atmosphere in school and helping to monitor the standard of behaviour ie through pupil questionnaires, school council meetings, SLT and DSL's reviewing CPOMS statistics on a regular basis;
- Establishing the support of parents in the processes of understanding and dealing with bullying;
- Constant reminders of the school's vision and core values with specific reference to preventing bullying;
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others;
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly;
- Information evenings to include the issue of bullying;
- Provision of information – books, leaflets etc. to support pupils, parents and staff;
- Access to an interesting environment and activities during lunchtimes / breaktimes – sports activities, clubs;
- Access to peer mediators trained to support pupils at break times;
- Participate in Anti-bullying activities e.g. in Anti-bullying week;
- Actively create "safe spaces" for vulnerable children and young people.

Reducing the opportunity for bullying or avoiding behaviour escalating into bullying by:

- Continued monitoring of the school environment, procedures and practices, in an effort to reduce the risks of bullying behaviour occurring;
- Supporting identified pupils who may be subject to bullying;
- Supporting identified pupils who may be prone to bullying through monitoring pupils, individual support, use of social stories etc;
- Provision of adequate training for all staff, teaching and non-teaching to ensure they are able to support pupils in a competent, caring and efficient manner;
- Bullying included as a part of safeguarding item on team meeting agendas.

Additional activities we have also found beneficial include:

- Circle time
- Circles of friends
- Peer Mentoring
- Peer Mediation
- Befriending
- Conflict Management

Procedures to follow

The following steps will be taken when dealing with any 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 DSL will be informed of all bullying concerns, especially where there may be safeguarding issues;
- The headteacher, Designated Safeguarding Lead (DSL) or another appropriate member of leadership staff will interview all parties involved;
- A clear and precise account of bullying incidents will be recorded by the school on CPOMS. This will include recording appropriate details regarding decisions and action taken. The incident will be tagged as bullying. Healthy Relationships CPOMS incidents will also be monitored so that repeated friendship issues are identified and monitored as appropriate;
- The school will speak with and inform other staff members, where appropriate;
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.

An action plan will be drawn up which will include:

- Support for the victim e.g. counselling by a member of staff, or outside agencies;
- Sanctions for the perpetrator/s;
- Behaviour/ support plan for the perpetrator/s;
- Agreed methods for monitoring to ensure the problem is resolved and does not re-occur.

In the instance of sustained or serious incidents of bullying, that have or could lead to a child suffering significant harm, school staff will refer to the school's Child Protection Policy.

Appropriate sanctions and support, for example as identified within the school behaviour policy and child protection policy, will be implemented in consultation with all parties concerned.

If necessary, other agencies may be consulted or involved, for example the police if a criminal offence has been committed, or Integrated Children Services or Early Help if a child is felt to be at risk of significant harm.

Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated and responded to in line with this policy and the school behaviour policy. If required, the DSL will collaborate with DSLs at other settings.

Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified;

- 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;
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation: this should only be viewed by a DSL;
- 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; and contacting the service provider and the police, if necessary;
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. 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 pupils' electronic devices, such as mobile phones, in accordance with the law. (We will access the DfE 'Searching, screening and confiscation at school' and Childnet cyberbullying guidance to ensure that the school's powers are used proportionately and lawfully);
 - Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need;
- Inform the police if a criminal offence has been committed;
- Provide information to staff and pupils regarding steps they can take to protect themselves online. 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 consider and manage any private information they may have in the public domain.

Supporting Pupils

Pupils who have been bullied will be supported by:

- Reassuring the pupil and providing immediate pastoral support;
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a member of staff of their choice;
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns;
- Working towards restoring self-esteem and confidence;
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, 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 Integrated Children Services or support through the Children and Young People's Mental Health Service (CYPMHS).

Pupils who have perpetrated bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change;
- Informing parents/carers to help change the attitude and behaviour of the child;
- Providing appropriate education and support regarding their behaviour or actions;
- If online, requesting that content be removed and reporting accounts/content to service provider;
- Sanctioning, in line with school behaviour/discipline policy. This may include:
 - official warnings
 - detentions/internal exclusions

- removal of privileges (including online access when encountering cyberbullying concerns)
- in extreme or repeated cases, 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 Integrated Children Services or Early Help .

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher;
- Where the concern is relating to named staff members above, staff can discuss the concern with the Chair of Governors;
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns;
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour and discipline policy;
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online;
- Reassuring and offering appropriate support;
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern;
- 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;
- Instigating disciplinary, civil or legal action as appropriate or required.

Ultimate responsibility for implementation will rest with the headteacher, however it is important to remember that all staff, pupils and parents have an active part to play in monitoring, developing and maintaining the policy.

The ultimate aim is always to provide a learning environment free of any threat or fear, thus being conducive to the attainment of individual aspirations.

Monitoring and Review

The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied:

- Any issues identified will be incorporated into the school's action planning;
- The headteacher will be informed of bullying concerns, as appropriate;
- The named Governor for safeguarding will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families:

- 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
- 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 Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: <https://reportharmfulcontent.com/>
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Cyberbullying: advice for headteachers and school staff':
www.gov.uk/government/publications/preventing-and-tackling-bullying
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

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.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25

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.srrc.org/educational
- LGBTQ+
- Barnardo's LGBTQ 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

- NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk

- Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
- Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaign posters
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying:
www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: <https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying/investigating-and-responding-sexual>
- Childnet Project DeShame (Online Sexual Harassment and Bullying):
www.childnet.com/our-projects/project-desham

LIFE IN SCHOOL CHECKLIST

We are trying to find out what life in school is like for you. Please complete the checklist honestly. You do not need to write your name on it. Just put a tick per question in the column that fits you the best.

I am a boy ☐ I am a girl ☐ Age ☐ Year ☐

	During this week another pupil:	Not at all	Once	More than once
1	Called me names			
2	Said something nice to me			
3	Was nasty about my family			
4	Tried to kick me			
5	Was very nice to me			
6	Was unkind because I am different			
7	Gave me a present			
8	Said they'd beat me up			
9	Gave me some money			
10	Tried to make me give them money			
11	Tried to frighten me			
12	Asked me a stupid question			
13	Lent me something			
14	Stopped me playing a game			
15	Was unkind about something I did			
16	Talked about clothes with me			
17	Told me a joke			
28	Told me a lie			
19	Got a gang on me			
20	Tried to make me hurt other people			
21	Smiled at me			
22	Tried to get me into trouble			
23	Helped me carry something			
24	Tried to hurt me			
25	Helped me with my class work			
26	Made me do something I didn't want to			
27	Talked about TV with me			
28	Took something off me			
29	Shared something with me			
30	Was rude about the colour of my skin			
31	Shouted at me			
32	Played a game with me			
33	Tried to trip me up			
34	Talked about things I like			
35	Laughed at me horribly			
36	Said they would tell on me			
37	Tried to break something of mine			
38	Told a lie about me			
39	Tried to hit me			

Thank you for taking time to complete this checklist

HOW I FEEL IN SCHOOL

Tick the face that shows how you feel

Is there anywhere in school you feel unhappy?

I feel

Happy

Sad

On my way to school



While I'm waiting in the outside class doors



Do you tell the teacher if you are unhappy?

When I'm in the classroom



Playtime in the playground / field



Wet play times



How can we make you feel safer?

Dinnertime in the hall



Dinnertime in playground / field



Wet dinnertime

