



Rose Hill Primary School

# Anti-Bullying Policy

## January 2021

Date Ratified	Signed By/Position	Signature
	<b>Head Teacher:</b> Sue Vermes	
	<b>Chair of Governors:</b> Ailsa Granne	
	<b>Lead Member of Staff:</b> Peter Mallam	
	<b>Lead Member of Staff:</b> Jane Birchenough	
Review Date:		

**At Rose Hill Primary School we firmly believe that every child in our care has the right to feel safe, secure and happy in school and in all school activities. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping children with strategies for dealing with bullying should they encounter it.**

This policy is based on DfE guidance:

“Preventing and Tackling Bullying” July 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf) and supporting documents.

It also considers the DfE statutory guidance “Keeping Children Safe in Education” 2020

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf) and

‘Sexual violence and sexual harassment between children in schools and colleges’ guidance.

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

The setting has also read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools”.

<https://www.childnet.com/resources/cyberbullying-guidance-for-schools>

## **Policy Objectives**

This policy outlines what Rose Hill 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.

Rose Hill 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.

## **Links with other school policies and practices**

This policy links with several school policies, practices and action plans including:

- Behaviour and Relationships policy;
- Complaints policy;
- Safeguarding and Child Protection policy;
- Online Safety including ANNEX 1 - taken from Covid-19 updated Safeguarding Policy that has been produced by the Education Safeguarding Advisory Team.
- Acceptable Users Policy
- Curriculum policies
- Equality Impact Statement
- Spiritual, Moral, Social, Cultural Policy

## **Links to legislation**

There are several 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
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- 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.

## What is 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”, 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, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- 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
- Sexual bullying
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/children with protected characteristics):
- 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)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy & maternity under the Equality Act)

## School Ethos

At Rose Hill, we view behaviour as a means of communication, and negative behaviour - including bullying - can be a form of communicating a need or emotion.



Bullying is a small part of the possible forms of negative behaviour, specifically in that it is intentionally targeted and persistent. **It is important to note that although a report of negative behaviour is deemed through investigation not to be bullying, that does not mean it is less important to staff or that there is less need to resolve the issue.** We take all reports of negative behaviour very seriously, and ensure that all incidents are recorded and followed up and plans put in place to ensure needs are met in the future.

The Rose Hill 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 fulfil their potential.

Our Community:

- 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. 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 children 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's 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.

## Responding to Bullying

At Rose Hill, we follow the Fixit approach to responding to incidents of bullying. This approach is proven to provide effective peer support for the victims of bullying, as well as a scaffolded approach to enable the bully to recognise their behaviour, take steps to put it right and to make sure that this behaviour does not continue. It follows a seven step approach:

<b>1</b>	<b>Tell Me Your Story</b> We... <ul style="list-style-type: none"><li>• Listen to accounts of the incident and record the situation</li><li>• Empathise with the child and affirm their feelings if necessary</li><li>• Emphasise the child's feelings</li><li>• Use strategies to aid in the storytelling - drawing pictures, using smileys or using keywords</li><li>• Remember that bullying is in the eye of the beholder</li></ul>
<b>2</b>	<b>Gather a Group</b> We... <ul style="list-style-type: none"><li>• Act on behalf of the child being bullied</li><li>• Compose a group of six to eight people, including<ul style="list-style-type: none"><li>○ Protagonists (those who are bullying)</li><li>○ Peacemakers (those who want to help)</li><li>○ Bystanders (those who have done nothing to help)</li></ul></li></ul>
<b>3</b>	<b>We Have a Problem</b> We... <ul style="list-style-type: none"><li>• Welcome the group as 'problem solvers'. The bullied child is not present</li><li>• Begin by explaining, "I have a problem I can't solve on my own. I need your help to fix it."</li><li>• Explain what happened, not who did it, in uncompromising terms</li><li>• Share our feelings and anxieties using the descriptive words the child used in the first meeting</li><li>• Do not use names, other than the name of the child</li></ul>
<b>4</b>	<b>No Blame</b> We... <ul style="list-style-type: none"><li>• Stress that this is a problem solving group, not a 'telling off' group</li><li>• "We can not fix the past, but we can fix the future."</li><li>• Explain the power of a promise</li></ul>
<b>5</b>	<b>What Can I Do?</b> We... <ul style="list-style-type: none"><li>• Make our own promise in the context of "I will...". Everyone in the group, including the teacher, makes one</li><li>• Think about how we can show empathy and altruism in creating a promise to support the child</li><li>• Make our promise achievable and think about how we can have an impact quickly</li></ul>
<b>6</b>	<b>Over To You</b> We... <ul style="list-style-type: none"><li>• Allow the children to take control of their promise and ensure it is met.</li><li>• Hold each other to account to ensure all promises from everyone in the group are met</li><li>• Schedule follow up meetings to check how things are progressing.</li></ul>
<b>7</b>	<b>How Is It Going?</b> We... <ul style="list-style-type: none"><li>• Catch up with people in the meeting individually regularly to see how they are getting on with their promise</li><li>• Praise those who are meeting their promise and discuss the possibility of new targets</li><li>• Meet with the child to compare how they are feeling with how they felt.</li></ul>

This approach enables children to set goals that benefit a single person, making the victim's time in school drastically more positive, while also enabling them to be aware of their own behaviour and their responsibility to themselves and others in the choices they make. It also gives an opportunity for the perpetrators of bullying to recognise and stop their behaviour, taking steps to repair relationships in a positive way.

Most importantly, this approach builds the self-esteem of victims of bullying, giving them the confidence to discuss challenging and sometimes embarrassing situations with staff they trust, knowing that the school will be proactive in dealing with the problem.

Should the Fixit Approach not be enough to support the child through their concerns, the school will offer ongoing support, which may include working and speaking with staff, offering formal counselling, or engaging with parents and carers. Where necessary, the school will also work 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 the Children and Young People's Mental Health Service (CYPMHS).

### **Cyberbullying**

The Fixit Approach will be applied to all forms of bullying, including cyberbullying. However, for serious cyberbullying concerns, especially in illicit or illegal circumstances or if a criminal offence has been committed, the school may also inform the police.

At Rose Hill Primary School, we take steps to ensure that children and staff are safe online, and online safety forms part of our curriculum. Please refer to our Online Safety Policy for more information.

### **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.
- 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), 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.
- Instigating disciplinary, civil or legal action as appropriate or required
- If online, requesting that content be removed.

### **Preventing Bullying**

#### **Environment**

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Recognise the potential for children with SEN and disabilities to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- 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.

- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### **Policy and Support**

The whole school community will:

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools’ attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
- Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
- Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

### **Education and Training**

The school community 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.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school/student council, etc.
- Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

### **Involvement of pupils**

We will:

- Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
- Regularly canvas children and young people’s views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Utilise pupil voice in providing pupil led education and support
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

We are proud to say that several members of our School Council have attended the Anti Bullying Ambassador training (delivered by the Local Authority). The role of the Anti Bullying Ambassador is to promote the importance of kindness and tolerance within our school.

### **Involvement and liaison with parents and carers**

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.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

### **Monitoring and review: putting policy into practice**

- 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 bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

### Useful Links and Supporting Organisations

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

### SEND

Changing Faces	<a href="http://www.changingfaces.org.uk">www.changingfaces.org.uk</a>
Mencap	<a href="http://www.mencap.org.uk">www.mencap.org.uk</a>
Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities	<a href="http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf">www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf</a>
DfE: SEND code of practice	<a href="http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25">www.gov.uk/government/publications/send-code-ofpractice-0-to-25</a>

### Cyberbullying

Childnet	<a href="http://www.childnet.com">www.childnet.com</a>
Internet Watch Foundation	<a href="http://www.iwf.org.uk">www.iwf.org.uk</a>
Think U Know	<a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>
UK Safer Internet Centre	<a href="http://www.saferinternet.org.uk">www.saferinternet.org.uk</a>
The UK Council for Child Internet Safety (UKCCIS)	<a href="http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis">www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis</a>
DfE 'Cyberbullying: advice for headteachers and school staff'	<a href="http://www.gov.uk/government/publications/preventing-and-tackling-bullying">www.gov.uk/government/publications/preventing-and-tackling-bullying</a>
DfE 'Advice for parents and carers on cyberbullying'	<a href="http://www.gov.uk/government/publications/preventing-and-tackling-bullying">www.gov.uk/government/publications/preventing-and-tackling-bullying</a>

### Race, Religion and Nationality

Anne Frank Trust	<a href="http://www.annefrank.org.uk">www.annefrank.org.uk</a>
Kick it Out	<a href="http://www.kickitout.org">www.kickitout.org</a>
Report it	<a href="http://www.report-it.org.uk">www.report-it.org.uk</a>
Stop Hate	<a href="http://www.stophateuk.org">www.stophateuk.org</a>
Tell Mama	<a href="http://www.tellmamauk.org">www.tellmamauk.org</a>
Educate against Hate	<a href="http://www.educateagainsthate.com">www.educateagainsthate.com</a>
Show Racism the Red Card	<a href="http://www.srtrc.org/educational">www.srtrc.org/educational</a>

### LGBT

Barnardo's LGBT Hub	<a href="http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm">www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm</a>
Metro Charity	<a href="http://www.metrocentreonline.org">www.metrocentreonline.org</a>
EACH	<a href="http://www.eachaction.org.uk">www.eachaction.org.uk</a>
Proud Trust	<a href="http://www.theproudsttrust.org">www.theproudsttrust.org</a>
Schools Out	<a href="http://www.schools-out.org.uk">www.schools-out.org.uk</a>
Stonewall	<a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a>

### Sexual harassment and sexual bullying

Ending Violence Against Women and Girls (EVAW)	<a href="http://www.endviolenceagainstwomen.org.uk">www.endviolenceagainstwomen.org.uk</a>
A Guide for Schools	<a href="http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf">www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf</a>
Disrespect No Body	<a href="http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters">www.gov.uk/government/publications/disrespect-nobodycampaign-posters</a>
Anti-bullying Alliance: Preventing and responding to Sexual Bullying:	<a href="http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual">www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual</a>
Anti-bullying Alliance: advice for school staff and professionals about developing effective	<a href="http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related">www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related</a>

anti-bullying practice in relation to sexual bullying	
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