

YORKSWOOD SCHOOL

POLICY



ANTI BULLYING POLICY

Written By: Mr A D Tunstall and
Mr S Rowe

January 2025

Review Date: January 2027

Ratified by Governors: tbc

Yorkswood Primary School – ANTI-BULLYING POLICY 2025

(To be read in conjunction with the Behaviour Policy)

Approved by:

Simon Rowe (SLT/Inclusion lead)

Mr. Tunstall (Headteacher)

What Is Bullying?

STOP

STOP - Several Times On Purpose

STOP is at the heart of the school's identification of bullying. We also recognise that there is an imbalance of power associated with bullying.

Bullying is unacceptable behaviour used by an individual or group, usually repeated over time, which hurts another individual or group either physically or emotionally in an **intentional and targeted way**.

Bullying can be short term or can last for longer periods of time.

On occasions, the actions of another person can be **perceived as bullying**. The **impact of the actions can be the same** though the **intent and targeting may be different**.

At Yorkswood School we will look at all behaviours, whether bullying or perceived as bullying, and apply consequences, intervention and support as deemed necessary.

Principles and Values

Bullying will not be tolerated.

As a school we take bullying and its impact seriously. Pupils and parents need to be assured that known or suspected incidents of bullying will be responded to. Our response to known or suspected bullying will be proportionate and will take into account all contextual factors. Our consequences, while proportionate, will escalate if initial attempts to resolve the problem are not successful.

The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

To ensure that;

- all governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- all governors, teaching and non-teaching staff will know what the school policy is on bullying, and follow it when bullying is reported.
- all pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. The school's Anti-Bullying Policy will be published on the school's website and copies are available to stakeholders on request.

The vast majority of people will have encountered bullying at some point in their lives, but we all deal with it differently. The aim of this policy is to help all stakeholders to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

Actions which may be considered as bullying:

It is important to consider this list of actions with caution. While many of the actions may be the actions of a bully; they are not exclusive to bullying and bullies. Some of these actions, in isolation, will require consequences from the school's behaviour policy or support from the school's inclusion team.

Emotional Bullying: Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

Physical Bullying: pushing, kicking, biting, hitting, punching or any use of violence

Racial Bullying: racial taunts, graffiti or gestures

Sexual Bullying: unwanted physical contact or sexually abusive comments including homophobia

Verbal Bullying: Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing

Cyber bullying: all areas of internet, such as email and internet chat (Instagram, Facebook, Tik Tok) misuse. Mobile threats made through text messaging or calls. Misuse of associated technology, i.e. camera and video facilities, I-pad, games consoles. (See E-Safety Policy)

Bullying may be related to:

- **Race**
- **Gender**
- **Religion**
- **Culture**
- **SEN or disability**
- **Appearance or health condition**
- **Home circumstances, incl LAC, adoption and poverty**
- **Sexual orientation, sexism, or sexual bullying, homophobia**

Bullying has no special place. Secrecy is often used to prevent detection. The roots of bullying can come from home or school; family or friends.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved

- The vulnerability of the potential victim
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.

Children may not be aware that they are being bullied because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn to change their behaviour. Where actions may be perceived as bullying but there is no intent, support and intervention will be applied to change behaviours.

Signs and Symptoms for Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied.

Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber-message is received

- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator and in some cases the suspected perpetrator will be informed about the incident or about any concerns. The involvement of parents does not mean that a child is being labelled a bully. Parental perspective is important in understanding concerns and behaviours.

The child displaying unacceptable behaviour may be asked to genuinely apologise, as appropriate to the child's age and level of understanding. They may also be asked to engage with the impact of their actions on the victim. This may be through a brokered conversation between victim and perpetrator where appropriate or be a relayed message where this is thought to be in the interest of the victim. (Restorative Approach)

Other consequences may take place, e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that are agreed (See Behaviour Policy).

A consequence that is often used by the school is to keep the two parties apart for a period of time. This would only be the case should the school have tried intervention and support but this has failed. This may mean a period of internal suspension or 'not accessing the school playground'. The school is unable to enforce separation beyond internal suspension.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others, e.g. police, counsellor, local authority support.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed suspensions or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Behaviour Log (CPOMS) and monitored to ensure repeated bullying does not take place. The school Inclusion Team will report back to Governors.

At Yorkswood, there are a range of leaders, inclusion staff, teachers and support staff who will be asked to support individual cases. The opportunity to talk to adults is one such response but teachers can also offer quiet spaces or alternative play and lunch arrangements.

Support and consequences in incidents of bullying, accused bullying or perceived bullying will be dealt with at the discretion of the school. Those dealing with accusations of bullying must make a judgement call based on the evidence available. Sometimes evidence can be inconclusive. Those who apply consequences will be accountable for their decision making process but there is no 'one' pathway that can be applied to all cases.

Prevention

STOP

STOP - Start Telling Other People

At Yorkswood we use a variety of methods to support children in preventing and understanding the consequences of bullying. We do this through special event days (Anti-Bullying), whole school assemblies, class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school ethos and E-Safety Day. The acronym **STOP** is used in school and shared with parents to help pupils understand what bullying is and what to do about it (Several Times On Purpose/Start Telling Other People). Children are also consulted through in-school pupil perceptions interviews.

The ethos and working philosophy of Yorkswood means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded through dojos or positive comments.

In certain year groups, pupils have the chance to be trained as a Peacemaker, which is part of the school Peer Mediation system. At lunchtimes, Peacemakers are tasked with helping pupils to resolve any disagreements or conflicts, if they are able to.

Staff will regularly discuss bullying which will inform children that we are serious about dealing with bullying. This leads to open conversations and increased confidence in children discussing bullying and reporting any incidents and concerns about other children's behaviour.

Staff follow the school's Equality Policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must reinforce a general message that children must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate. This is most often during special whole school events. (eg: Anti-Bullying Week) Activities may include:

- writing a set of school or class rules
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

- Visit the school website for ideas of what to do next

Feedback from school evaluation activity suggests that our children feel comfortable approaching adults at all levels of the school.

Recording of Bullying Incidents

CPOMS Recording

When an incident of bullying, or suspected bullying, has taken place, staff must be prepared to record and report each incident on CPOMS. This record should appear on the record of the person accused of bullying and also the record of the accuser. The long term picture of events may help in building a true reflection of what is occurring and make challenging behaviours easier.

In the case of homophobic/racist bullying, this must be reported to the head teacher and Inclusion Lead who will in turn make sure that there is a log of the incident.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Advice to Parents

As the parent of a child whom you suspect is being bullied-

Do Not:

- Attempt to sort the problem out by speaking to the child you think may be behaving inappropriately towards your child or by speaking to their parents.
- Encourage your child to be 'a bully' back.

Do:

- Report bullying incidents to the class teacher, SLT members, head teacher
- Engage with the school and give the school the opportunity to resolve issues
- If necessary and appropriate inform the police
- Keep any evidence of bullying – especially cyber-bullying