



TITLE: Anti-Bullying Policy

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MAIN AUDIENCE: Whole School Community

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Next Update: Spring 2024

TITHE BARN PRIMARY SCHOOL

ANTI - BULLYING POLICY

Aim:

At Tithe Barn School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

We define bullying as: (see School Charter)

‘Behaviour by an individual or a group, repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.’

Objectives:

This policy aims to produce a consistent School response to any bullying incidents that may occur. We aim to make all those connected with the School aware of our opposition to bullying.

We aim, as a School, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it by developing a School ethos in which bullying is regarded as unacceptable.

We believe that:

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it.
- We must investigate all incidents of bullying and take action where necessary, supporting both the bully and the victim at all times.
- Children who bully must be held to account for their wrongdoing, and will receive support to change their attitudes and behaviour. We follow a restorative approach in supporting all involved with incidents of bullying. Restorative practice is a way of working with conflict that puts the focus on repairing the harm that has been done. It is an approach to conflict resolution that includes all of the parties involved

- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times.
- Everyone in our School has a responsibility to respond promptly and effectively to all instances of bullying.
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints.
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults.
- It is important to focus upon preventing bullying behaviours in School.

Identifying and supporting vulnerable children:

We work closely in School to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, mid-term arrivals, pupils who transfer late into the School, children or young people in care, young carers, teenage parents, and those with other special needs who may find it more difficult to make or sustain friendships.

As a School we plan positive action to support these pupils with all relevant staff members, provide additional support where necessary such as peer support through buddy schemes, Children's champions and helping individuals access clubs and out of school provision.

Types of bullying:

There are various types of bullying which can be summarised as:

- Racist and faith based – name calling, derogatory assumptions or generalisations about race, culture, religious faiths and beliefs.
- Homophobic – based on actual or perceived sexual orientation, and can include name calling, exclusion and gestures, negative stereotyping based on sexual orientation, using 'gay' as a negative term, warning others about a person, graffiti, etc.
- Appearance – based on weight, size, hair colour, physical features.
- Sexual – touching, repeated exhibitionism, voyeurism, sexual propositioning, verbal personal comment or explicit desires communicated.
- Disability – name calling, exclusion, talking over a person, mimicking, physical overpowering (e.g. moving a wheelchair), laughing at a difficulty.
- Health – based on physical or mental conditions.
- Income based – based on living on a low income.
- Transgender – based on perception of gender identity.
- Caring responsibilities - name calling, negative assumptions/misunderstandings about young carers.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Children and young people who are at most increased risk of being the victims or perpetrators of bullying are those who:

- are in foster care or looked after children.
- have specific special educational needs (especially on the autistic spectrum).
- have a disability or impairment.
- are from minority ethnic backgrounds.
- are refugees or asylum seekers.
- start a school or activity group mid term.
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender.
- speak a first language other than English.
- are young carers.
- have suffered bereavement.
- have suffered domestic violence.
- have experienced physical or emotional trauma.
- have a parent that was a victim of bullying.

Methods of bullying:

There are a number of methods of bullying which can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats, and reference to upsetting events, eg bereavement, divorce, being in care.
- Non-verbal – staring, body language, gestures.
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.
- Cyber – text messaging, burn pages (on Facebook), internet chat rooms, the misuse of camera or video facilities, offensive questions (on ask.fm), inappropriate inbox messages and/or contact via social media - .instagram, twitter, snapchat, whatsapp.

Language that underpins any type of bullying behaviour as listed above will be challenged at all times.

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied. However we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property
- asking for more money than usual or stealing money
- withdrawn or changes in usual behaviour patterns or attitude
- distressed or emotional, and finds it hard to articulate feelings
- changes in eating patterns
- shows evidence of self-harming or, for extreme cases, potential suicide
- unusually tired without a reasonable explanation
- unexplained bruises or marks on the body (some may refuse to change for PE)
- repeatedly comes to School without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean that we as a School may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

Preventing bullying:

Whilst it is very important that any instances of bullying are dealt with, we believe that prevention and discouragement of bullying are also extremely important. At Tithe Barn Primary School we aim to prevent bullying through the following:

- The teaching of PSHE through our 1decision programme, which provides children with age appropriate activities and information about :
 - what bullying is
 - what it feels like to be bullied
 - why we shouldn't bully
 - what we can do to stop bullying
- Collective class based discussion and whole school Assembly
- A clear behavioural system (see the Behaviour Policy and behaviour log)
- Visits to the School, such as by Drama groups or Story Tellers
- The annual observation of the Anti-Bullying Alliance 'Anti-Bullying Week' , with children completing activities to raise awareness
- The active encouragement of children to 'tell' when they think bullying is occurring

- Reviews of behaviour by The School Council and its representatives, and actions to prevent bullying, including the signing of the 'Anti-Bullying Charter' during 'Anti-Bullying Week'.

We have identified that one of the key times in which problematic situations may arise is the children's lunch hour. To help alleviate this:

- The children will have the opportunity to join games during their lunch hour. By arranging a variety of activities we hope to create an interesting and stimulating environment where the children have lots to occupy them
- Mid-Day Assistants (MDA) follow the School's Behaviour Policy and also report any incidents of bullying behaviour to the child's class teacher or Headteacher.

Developing a whole school approach:

At Tithe Barn School we work closely with members of the schools community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the School.

The role of Governors:

The Governing Body supports the Headteacher in all attempts to address bullying within our School. The Governing Body will not condone any bullying at all in our School, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. In cases where bullying is racially motivated Governors will receive a full report and will support the Headteacher in dealing with the incident.

A parent who is dissatisfied with the way the School has dealt with a bullying incident can ask the Chair of Governors to review the matter; the Governing Body will respond.

The role of parents:

Parents have a responsibility to support the School's Anti-Bullying Policy and Behaviour Policy and notify the school/teacher at the first point at which this sort of incident is disclosed. They will actively encourage their child to be a positive member of the School.

The role of pupils:

- Pupils will treat each other in a friendly, respectful manner
- Older children will take on responsibilities such as play leader or lunchtime monitor roles to support younger children
- Children will discuss types of bullying in class and will report any incidents to their class teacher or another trusted adult within School
- Anti-Bullying will be addressed regularly through the School Council

When an incident of bullying is observed/reported:

Any instances of bullying will be taken very seriously. The first person to deal with any short term instances of bullying is often the class teacher. When an incident comes to their notice, from

children or parents, the member of staff will use appropriate actions, and the matter may be dealt with in the classroom situation. If the member of staff feels that it is a more serious problem, the children concerned will be taken to the Headteacher or Deputy Headteacher. As each case of bullying is very individual, the actions taken will be appropriate to the pupils involved. These may take the form of:

- Dealing with any situation with sensitivity
- Support for the victim of the bullying, and punishment for the child who has carried out the bullying. Time is spent talking to the child who has bullied, explaining why his /her action was wrong, and the child is encouraged to change his/her behaviour in future as this is socially unacceptable
- Monitoring both victim and perpetrator to check for any recurrence. MDAs are asked to monitor the situation as well as teaching staff
- A written record is kept of the bullying occurrence and the children involved – behaviour log
- A letter home to parents, phone call, and/or meeting with the parents to discuss the problems and appropriate action to be taken.

If it is felt that pupils are not responding and bullying is still happening, further measures may be taken. This may include involving other agencies and/or removing them from the situation where bullying is happening (see the Behaviour Policy).

Bullying outside the School premises:

We take seriously issues from outside School which impact negatively on our pupils when they are in School and will work in partnership with families and other agencies where appropriate.

Recording and reporting incidents:

The school's behaviour log allows for the collection and analysis of data in relation to any reported incidents of bullying in School. Termly feedback is made available for Governors via the Headteacher's Report.

All staff use the information from the behavior log to alert the Headteacher of any bullying related incidents.

A record in writing is kept by every member of staff in the log which they have for the purpose.

The following will be included:

- WHEN The date and time of the incident
- WHO The children involved
- WHAT Description of the events
- WHERE Where it took place

- **ACTIONS** The actions taken by staff, and if parents were informed (see above, 'When an incident of bullying is observed/reported').

All of the above actions will be taken in accordance with the Behaviour Policy.

All adults within the School will need to promote this policy at all times, relating it strongly to the School Mission Statement and Behaviour Policy. By demonstrating a caring environment and responding in an appropriate manner to any incidents of bullying, we can provide a role model for the children to learn from and be guided by.

In cases where bullying is racially motivated the incidents will be logged by the Headteacher, and a report given to Governors and made available to Stockport Council.

Monitoring and evaluation:

We will check through a range of pupil voice, circle work and other activities the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the School's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

Review of policy:

This policy will be reviewed at least every two years.

TBS STAFF
11/3/19

Links to other School policies:

This Anti-Bullying policy links to a range of other School policies including:

Equality and Diversity Policy
Behaviour Policy
Safeguarding policy
PHSE/Citizenship policy
School Development Plan

Appendices:

Frequently Asked Questions

1. Stockport's Anti-bullying Charter

2. BSS Audit
3. Anti-bullying Checklist for schools
4. Organisations that can offer support

Frequently Asked Questions

Q: Should we prioritise tackling some types of bullying over others?

A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: Should I discipline pupils for bullying outside the school?

A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q: How do schools with a religious character – or schools dealing with parents with particular religious beliefs – respond to prejudice based bullying?

A: Notwithstanding the particular tenets of their faith, schools with a religious character should uphold the values of tolerance, non-discrimination and respect towards others and condemn all forms of bullying, as in any other school.

Q: How can we involve parents more in our anti-bullying work?

A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: Should I record incidents of bullying?

A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils. Others do not want to keep written records. We want schools to exercise their own judgment as to what will work best for their pupils.

DfE 'Preventing and Tackling Bullying - Advice for Headteachers, Staff and Governing Bodies', October 2014

For additional information and advice please click on the link below

Appendix 1 – Stockport’s Anti-Bullying Charter

This charter is awarded to

'Bullying is behaviour by an individual or a group which is repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'

Our school community will:

- **Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated**
- **discuss, monitor and review our anti-bullying policy every two years**
- **keep a high profile in and around school to prevent bullying behaviours developing**
- **support staff to promote positive relationships and identify and tackle bullying appropriately**
- **investigate incidents of bullying and take action where necessary, supporting individuals at all times**
- **ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**
- **report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**
- **learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors:

Headteacher:

Representative of pupils:

Date:

Appendix 2 - A self-review tool for challenging bullying in schools



A self review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when. (example pro forma following).

Individual group Anti-bullying Audit

Group:
Teacher:
Date:

Area of Concern	Reasons given for concern

Whole school Anti-bullying Audit & Plan

School:

Antibullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation

(Appendix 3)
Anti-bullying checklist for schools– October 2012

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy					
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors					
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic bullying Cyber-bullying Disability based bullying					
Policy is reviewed annually by Governing Body in consultation with school community					
We have a Governor (or group) with a nominated responsibility for anti-bullying					
Policy is communicated effectively to the school community using a range of methods eg: the school website, the VLE, posters, newsletter, leaflets, logos around school					
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school					
Children and young people are confident to report bullying in school					
We have clear structures in place which identify who deals with incidents of bullying that emerge in school					
We have clear mechanisms in place for recording incidents of bullying					
Records of bullying incidents include the support provided to: The victim(s) The bully					

The Governors in our school are aware of the scale of bullying via regular reports from HT					
Actions to challenge bullying behaviour are widely known by: Staff Children and young people Parents/Carers Governors					
Our school includes restorative approaches in its toolkit to address bullying behaviour					
Our school provides access to self-help resources for children and young people					
Our school provides peer to peer support eg: playground buddies, peer mentoring etc.					
Our school takes care to ensure that the improvement for the victim is sustained					
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate					
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language					
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) <ul style="list-style-type: none"> • Delivering SEAL • PHSE • Assemblies 					
Cross curricular opportunities are taken					
Our commitment to the anti-bullying agenda is visible to our whole school community for example: <ul style="list-style-type: none"> • The website • Posters displayed around school 					

<ul style="list-style-type: none"> References in newsletter Anti-bullying charter 					
Participate in national programmes eg: Anti-Bullying week					
IMPACT					
As a school we have robust procedures on place to find out how safe our children feel when they are in school					
As a school we are clear that we know how safe children feel across our whole site (see anti-bullying audit provided by BSS)					
As a school we have robust procedures in place to ensure that we know the perceptions parents have about how safe we keep their children					
ONGOING SCHOOL IMPROVEMENT					
As a school we are confident that we act upon the perceptions of children and parents about how safe children feel in our school					
We use information about trends in incidents of bullying to: <ul style="list-style-type: none"> Inform curriculum amendments Inform assembly structures Inform staff training Inform our School Improvement Plan 					
Our school has everything in place to prepare us for signing Stockport's anti-bullying charter					

Appendix 4 - Organisations that can offer Support

NAME	DETAILS	CONTACT
Anti Bullying Alliance	UK's leading organisation in the field of bullying. Lots of resources and information on the website.	0207 843 1165 National Children's Bureau, 8 Wakley Street, London EC1V 7QE www.antibullyingalliance.org
Beatbullying	Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people, and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.	020 8768 1017 77-79 Church Road, London SE19 2YA www.beatbullying.org
BM Schools Out / LGBT History Month	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Bully Free Zone	Specialist anti-bullying charity offering help, support and information to children young people and families affected by bullying. Also work in partnership with schools and local authorities.	01204 454958 23 Palace Street, Bolton BL1 2DR www.bullyfreezone.co.uk
Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. "Polices" the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK's free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk Helpline 0800 1111
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org
Internet Safety Zone	An on-line safety advice by the University of Central Lancashire	www.internetsafetyzone.co.uk
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH Helpline 08451 205 204
LGBT Northwest	LGBT Youth North West is a regional organisation that seeks to support lesbian, gay, bisexual and trans young people in the North West of England	http://www.lgbtyouthnorthwest.org.uk

NAME	DETAILS	CONTACT
MENCAP	UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk
NSPCC	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk Helpline 0808 800 5000
Parentline Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – 0800 783 6783	0207 824 5549 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL www.parentlineplus.org.uk Helpline 0808 800 2222
Stonewall	Support schools prevent and tackle homophobic bullying and celebrate difference. Read more	
Terence Higgins Trust	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very side range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk Helpline 0845 1221 200
Think U Know	This is a site from CEOP for children and young people and practitioners to focus on how to stay safe on line	www.thinkuknow.co.uk
Victim Support	National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.	0207 896 3769 Cranmer House, 39 Brixton Road, London SW9 6DZ www.are-you-ok.org.uk Helpline 0845 3030 900
Young Minds	National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.	0207 336 1458 48-50 St John Street, Clerkenwell, London EC1M 4DG www.youngminds.org.uk