

# Thirsk Community Primary School



## Anti-Bullying Policy

Date of creation :	September 2024
Date of Policy Adoption Governing Body :	<b>September 2025</b>
Date for next Review:	September 2026

This policy is written with the intention that all members of our community feel safe and respected. We are a restorative school and aim to give children the skills to resolve conflict. The key to behaviour management is relationships, and we work hard to build positive relationships with others at all levels.

This policy will provide all staff with a framework in which to foster the healthy growth and development of a child's spiritual, moral, emotional and social education. Our school rules are to be:

**READY, RESPECTFUL and SAFE**

### **Implementation**

Through our curriculum and day-to-day interactions, we will:

- Teach children to accept and appreciate differences.
- Teach children global awareness and diversity.
- Teach social and life skills that enable children to develop independence and self-discipline
- Encourage pupils to co-operate with one another, and other members of the school community.
- Encourage each child to develop as an individual, grow in confidence and self-knowledge, and to learn how to deal with the more difficult emotional experiences of life.
- Help each child to understand and acknowledge the need for rules and authority.
- Help each child develop a sense of personal responsibility.
- Work with parents and carers to develop a mutual understanding of the behaviour we expect in school.

### **Equal Opportunities**

All children, irrespective of race, gender, social background or disability, are treated equally in respect of the strategies included in this policy for the management of children's behaviour. The Headteacher and pastoral team monitor incidents across the school for trends related to age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances. **We start with the premise that we expect good behaviour from all staff, parents and pupils.**

## **ANTI BULLYING**

### **Roles and responsibilities**

**The Head Teacher** – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, and outside agencies.

### **Definition of Bullying**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.**

<http://www.antibullyingalliance.org.uk/about-us.aspx>

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

From KCSIE: the different forms child on child abuse can take, such as:

- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery)
- initiation / hazing type violence and rituals.

Child on child abuse is not tolerated at Thirsk Community Primary School. Child on child abuse can take the form of sexual violence and sexual harassment, physical abuse causing physical harm, sexting or initiation type violence and rituals. Staff will follow the schools Child Protection and Safeguarding Policy if Child on child abuse is identified. A copy of the policy can be found on the website.

### **What does bullying look like?**

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

### **Why are children and young people bullied?**

Specific types of bullying include but are not limited to:

#### **Prejudice Related Bullying**

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief

- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying on CPOMs, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

#### **Other vulnerable groups include**

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

#### **Prejudice Related Language**

Racist, homophobic, biphobia, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as, even if these terms are not referring to a person's sexual orientation or gender identity, they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

#### **Where does bullying take place?**

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

#### **Cyberbullying**

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school, we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our pupils are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

### **Homophobic bullying and using homophobic language**

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

### **Transphobic Bullying**

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing makeup, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

### **Reporting and responding to bullying**

Our school has clear and well publicized systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

- Concerns should be reported to any adult in school who will notify the Head; this communication may be verbal or written.
- Children are encouraged to: Speak to an adult in school or their parents / carers

- All staff are aware of the need to take all concerns seriously and to ensure that nurturing relationships encourage information sharing

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures:

- Staff members complete an behaviour incident log on CPOMs
  - Interviewing all parties
  - Informing parents
  - Implementing appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These are graded according to the seriousness of the incident and send out a message that bullying is unacceptable
  - Being clear that responses may also vary according to the type of bullying and may involve other agencies where appropriate
  - Following up - We will keep in touch with the person who reported the situation, which may be parents/carers or other adults. We have a clear complaints procedure for parents who are not satisfied with the schools actions. This is available online or from the school office
  - We will use a range of responses and support appropriate to the situation. These may include solution-focused approaches, restorative approach, circle of friends, individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
  - Liaising with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

## **Recording bullying and evaluating the policy**

Bullying incidents will be recorded (on CPOMs) by the member of staff who deals with the incident and this will be monitored by the pastoral team.

Information stored in school will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the Headteacher report.

## **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils, we at Thirsk Community Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

### **1. Curriculum/Whole-School Strategies**

- Assemblies
- Anti-Bullying Week
- Themed events
- PSHE/RSE lessons and cross curriculum.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Voice
- Mentoring
- Modelling of positive relationships
- Celebration related to Ready, Respectful, Safe.
- Working with the local PCSOs

### **2. Reactive programmes for vulnerable groups or groups involved in bullying.**

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work
- Restorative Practice

### 3. Support for parents/carers

- Parent information distributed by newsletters and the school website etc
- Information available on parents' evenings
- Information specific communications/events

### 5. Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

## **The Prevent Duty**

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our pupils from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying pupils who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

## **Links with other Policies**

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

<b>Policy</b>	<b>Why</b>
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
Acceptable Use policy	Cyberbullying and e-safety
Confidentiality Policy	Reporting and recording
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

## **Useful organisations and links**

Keeping Children Safe in Education September 2024; DFE  
Preventing and Tackling Bullying, July 2017.

### **Anti-bullying Alliance (ABA) - [www.anti-bullying.org](http://www.anti-bullying.org)**

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

### **Mencap – [www.mencap.org](http://www.mencap.org)**

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

**Stonewall – [www.stonewall.org.uk](http://www.stonewall.org.uk)**

The lesbian, gay and bisexual charity

**Educational Action Challenging Homophobia (EACH) – [www.eachaction.org.uk](http://www.eachaction.org.uk)**

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

**School's Out – [www.schools-out.org.uk](http://www.schools-out.org.uk)**

**Beatbullying – [www.beatbullying.org.uk](http://www.beatbullying.org.uk)**

Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.

**Childnet International – [www.childnet-int.org](http://www.childnet-int.org)**

Childnet International - The UK's safer internet centre

**References Documents and Related Policy/Guidance**

**National Documents**

**Safe to Learn- DCSF Guidelines**

**Embedding anti-bullying work in schools – DCSF-00656-2007**

**Homophobic bullying – DCSF – 00668-2007**

**Cyberbullying – DCSF – 00658-2007**

**Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008**

**[www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

**Cyberbullying - supporting school staff – [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**

**Cyberbullying - A whole school community issue - [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications)**