

RICHMOND HILL PRIMARY ACADEMY

ANTI BULLYING POLICY

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BASED ON THE DONCASTER LOCAL AUTHORITY APPROVED POLICY

APPROVED BY DIRECTORS

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ANTI BULLYING POLICY

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This Policy provides guidelines to minimise the risk of bullying by raising awareness and providing strategies for prevention, as well as dealing with any incidents of bullying should they arise. Every school must have measures in place to prevent all forms of bullying. The Education and Inspections Act 2006 Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

DEFINITION OF BULLYING

In Richmond Hill Primary Academy adults and children decided upon a definition of bullying. Together we decided that:

Bullying takes place when a person or a group of people deliberately try to hurt or upset another person or group of people 'repeated over time.' Children may be hurt or upset by other children's behaviour but this only becomes bullying if it is repeated deliberately.

What is bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Bulling is Not...

In contrast, bullying is not defined by behaviour that concerns children falling out with each other, or having quarrels over isolated incidents or particular activities such as football for example.

Children often quarrel over team games/rules and can subsequently say things that may hurt another person's feelings. If this is not repeated and persistent, then this will be dealt with as an individual incident, not as a bullying incident. Strategies will be put in place to allow children to build team skills in order for them to play together successfully.

Furthermore, if a child is teasing/name calling for instance and the other party has done this also, this again is not classed as bullying; if both parties are involved equally, then there is not an imbalance of power, meaning that this would not be classed as bullying.

If any of these types of behaviours are present however, behaviour will be dealt with accordingly and in some instances, in the same way as a bullying incident would be dealt with, if appropriate (Principal's discretion.)

DfE Oct 2014 – Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies



ABA/DSCB and Doncaster LA agreed definition

- Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.
- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:

- teasing and banter between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement;
- behaviour that all parties have consented to and enjoy (though watch this one as coercion can be very subtle).

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some of power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the person wants).

Richmond Hill Primary Academy views pupils and staff being safe in school as an absolute priority. We treat unacceptable behaviour, or behaviour which targets others, seriously. However, we recognise that our pupils all have varying degrees of difficulty in terms of their social understanding and, in particular, their emotional awareness and ability to empathise. In addition, many of them have fragile self-esteem and may have

experienced incidents of bullying in previous school placements. We believe that the messages children and young people receive during their school years have a significant impact on their ongoing emotional wellbeing. For these reasons, it is important that we recognise unacceptable behaviour that we teach our pupils of their right to be listened to, and that we promote the learning of appropriate strategies to maximise positive social interaction. However, it is of equal importance that we do not label pupils as 'bullies'.

Richmond Hill Primary Academy recognises that emotive issues can be raised and will provide training and guidance to all child-contact staff to ensure careful judgements are made in dealing sensitively with these situations. All school staff will be clear about the policy and how to implement it, including who they must report incidents to. Senior staff must always be informed of any suspected or reported incidences of bullying, and they will make a judgement as to whether these need to be shared with the wider school community.

Richmond Hill Primary Academy prides itself on close partnership working with parents and carers, and we will rely on parents to inform us if incidents of bullying are reported or suspected at home. Similarly, school staff will sensitively report to the parents and carers of all pupils involved in any incidents that may be perceived as bullying situations.

Richmond Hill Primary Academy sees bullying behaviours as the responsibility of everyone. Pupils carry a symbolised 'Anti Bullying Pledge' in their school planners. For those pupils that are able, they are made aware of their responsibilities to report incidents of targeted behaviour to members of staff, and advocate on behalf of others. Pupils are taught the 'STOP' (Several Times On Purpose) acronym as a reminder of what constitutes bullying behaviours.

Richmond Hill Primary Academy endorses that:

The aims of this policy are:

- To protect pupils, staff and visitors.
- To use opportunities within the life of the school and the curriculum to embed a supportive and caring environment.
- To celebrate diversity and difference and promote the message 'All different. All equal'.
- To prevent bullying
- To provide guidelines for the identification of bullying.
- To provide procedures for addressing incidents of bullying and to minimise the risk of re-occurrence.
- To promote an anti-bullying ethos amongst the whole school community.
- To support the social and emotional well-being of all pupils.
- To work closely with families to achieve the above.
- To report and work within legislative frameworks to safeguard young people.
- To use the finding of the health and well-being survey.
- To review practice on a regular basis

This policy should be read in conjunction with a range of other school documentation. For example the Inclusion, Equality and Diversity policy/ safeguarding policy/complaints procedure, Behaviour for Learning policy.

Legislation

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Doncaster Childrens Trust – Referral and Response Service. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying. Your early help co-ordinator, CYPO, EPS, CAMHS, School Nursing team, Doncaster Pride may provide additional support, if identified. In addition access to National anti-bullying charities, ABA, Stonewall, gendered intelligence, Diana awards, CEOP, NSPCC etc.

Ofsted

Parents, staff and young people will be asked views on how safe they feel at school, how values, respect, acceptance and British Values are embedded. See Ofsted School Inspection Handbook August 2015 – Section 5 of the Education Act 2015.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

The school has a social media policy and acceptable internet use policy in place covering children, staff and communities. When needed, the school will work with legal services and the CYPO police officer for the school.

Our philosophy - school to adapt

- At Richmond Hill Primary Academy we believe Bullying is unacceptable as it affects the social, emotional well-being and development of students and will not be tolerated in our school.

Childrens Voice

We have a LGBT display by young people and young people are included in the design of his policy.

We engage with Doncaster Pride through our collaborative team.

We tackle any bullying in school because:

- Students who are being bullied are unlikely to concentrate fully on their school work.
- Some students avoid being bullied by not going to school.
- Some students who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- Students deserve to feel safe and secure at home (e-safety), at school and on the way to and from school.

FORMS OF BULLYING – agreed by young people

Bullying can take many forms. In a primary school, emotional or verbal forms of bullying are perhaps more common than physical forms of bullying. All situations where a child or children repeatedly use emotional, verbal or physical means to deliberately hurt another child or group of children, we consider to be bullying. Although not an exhaustive list, examples of forms bullying can take are:

- Peer on Peer Pressure
- Name calling/putdowns
- Deliberately leaving someone out
- Taking friends away from someone

- Telling other people not to be friends with someone
- Stealing things from someone
- Spreading false rumours about someone
- Physical: hitting; pinching; hair-pulling, tripping up, pushing etc
- Taking someone's things or demanding to have them
- Damaging someone's possessions
- Making threats
- Making negative remarks about a person's culture, religion; skin colour; family, home, sexual orientation, gender, identity etc.
- Saying negative things about someone's look/body appearance.
- Making remarks about disability or physical condition
- Picking on something that is different: clothes; accent; being poor or rich; being clever; not being able to do something; wearing glasses; being shy; (We decided anything could be picked on as we are all different in some way)
- Picking on children because they act differently to the way a bully thinks boys and girls should act (e.g. a boy playing skipping; a girl having a very short haircut)
- Making nasty phone calls; sending nasty emails or text messages; posting negative comments on social networking sites

The main ways people bully are:

Physical: e.g. pushing, kicking, pinching, including threats

Verbal: e.g. name calling, sarcasm, persistent teasing, and threats

Emotional: e.g. humiliation, exclusion from groups / activities

Cyber: e.g. by use of mobile phones, Internet, social networking, Apps, gaming

Damage to property: e.g. demanding, stealing or damaging possessions, graffiti

Sexual: e.g. unwanted physical contact, abusive comments

The main types of bullying are based on:

Appearance: e.g. hair colour, body shape/weight, clothing

Age/Maturity e.g. interests/hobbies associated with younger/older people

Disability, Special Needs, Medical Condition: e.g. related derogatory language.

Ability/application: gender compliance, hard-working (e.g. nerd, teacher's pet)

Race/Ethnicity: e.g. racial taunts, gestures (racism)

Gender Identity: e.g. transgender, different to typical gender norms (transphobia)

Religion/Belief: e.g. faith, lack of faith, perception of belief (accurate or not)

Home: class background, free school meals, looked after (e.g. chav/posh)

Sex: intimidating/harmful attitudes or language (e.g. bitch) (sexism)

Sexual Orientation: e.g. Lesbian, Gay or Bisexual (LGB) people or family members (real or perceived) (homophobia/biphobia)

Alongside this anti-bullying policy we have strategies to prevent and reduce bullying; these are tied in to the School Development Plan, support our safeguarding and behaviour policies and inform our PHSE and pastoral work. We are committed to

equal opportunities, equalities and celebration of diversity. All staff, students, parents and carers have a shared responsibility to respond to and to report bullying.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, SEN or disabilities, appearance or health conditions or because a student is adopted or has caring responsibilities. It might be motivated by actual differences between students, or perceived differences. Staff are aware of indicators of CSE and Domestic Abuse and know how a `bully` can identify a potential victim to exploit.

Bullying of staff is also unacceptable, whether by students, parents and carers or other staff.

Those people who use bullying behaviour need support to recognise, understand and modify their behaviour. Those people who become targets of bullying behaviour need support and reassurance that the issue is being addressed, and may need additional support to develop resilience. This should be achieved within an embedded culture of celebrating difference and diversity, through an ethos of everyone being treated equally within a safe environment.

Pupils on the Autism Spectrum

Where the term 'autism spectrum' is used, it refers to children and young people who are affected in a variety of ways by their condition. It also includes children and young people with a diagnosis of Pathological Demand Avoidance.

Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy. This means that children and young people on the autism spectrum may be vulnerable both to being targeted as well as becoming involved in using behaviour which may be perceived as bullying behaviour.

There are also some children and young people on the autism spectrum who misinterpret social interaction. This may make them vulnerable to being targeted if they do not recognise inappropriate or unacceptable behaviour, or, if they do not have the appropriate strategies to deal with it. It may mean that they report having being bullied when there has not been an incident of bullying behaviour if they have misinterpreted an interaction or situation. Some children and young people may be at risk of using behaviour themselves which could be perceived as bullying, if they have social and verbal skills which they use to provoke negative reactions in others. However, it must be remembered that they lack the emotional understanding or empathy to appreciate the implications of their actions. Sometimes, their actions or words can simply be as a result of copying something they have watched on TV or the internet, and may not carry any harmful intent. This does not lessen the impact on the recipient, but does affect the interpretation of the situation. These different and complex situations will require careful identification and sensitive intervention which should be done openly in staff teams and with support of the family.

Staff need to be aware that pupils may be more vulnerable socially when they are not directly supervised by school staff. Some pupils attend other schools or colleges for sessions to widen their experiences or to assist their transfer to mainstream provision. Some older students may have work experience placements. It is possible that in these sessions, pupils could be exposed to a full range of peer behaviour. For example, they could become the target for unwanted attention, friendly or unfriendly, which they might struggle to manage. This can lead to complex situations. Some pupils may be bullied without realising it and others may feel that they are being bullied when this is not the intention. Some pupils may be vulnerable if their use of derogatory language or gestures is not challenged, and awareness of the inappropriateness raised and directly taught in school, and the school's PSHCE curriculum therefore promotes social understanding at the relevant level of the individual. Inclusive opportunities therefore have to be well planned with the receiving placement staff and reviewed regularly.

The school has attended to access additional support from services to support young people with additional needs. The school also recognises when Hate Crime should be reported the CYPO.

Pupils who are recipients of unacceptable behaviour within school:

Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. DfE 2014

Some pupils may become targets of unacceptable behaviour within our school. This can arise for a number of reasons as outlined above, and some pupils may be especially vulnerable or sensitive to the behaviours of others. Whereas difficult behaviour at Richmond Hill Primary Academy should be seen within the context of the autism spectrum, unacceptable behaviour is nonetheless treated seriously. Recipients of this kind of behaviour will need support to understand it, strategies to deal with it, emotional resilience to protect their self-esteem and possibly some work on assertiveness. Within the context of their social skills and diagnosis, they will also need help to develop systems which can help them in future. It can be particularly important for children and young people on the autism spectrum to feel that fairness is upheld. It is vital that if any pupil is perceived to be a target for bullying behaviours, even if they appear to be unaware of this, that the matter is addressed appropriately for all pupils, including any other pupils who may have witnessed or reported these behaviours on behalf of a peer. Richmond Hill Primary Academy strongly endorses that bullying is the responsibility of everyone, and pupils are encouraged to advocate on behalf of their peers by telling an adult should they feel any targeted behaviours are occurring.

Use of internet and cyberbullying:

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. Separate advice on teachers' powers to search (including statutory guidance on dealing with electronic devices) is available.

DfE Oct 2014 – Preventing and Tackling Bullying – Advice for Head teachers, staff and Governing Bodies

CEOP – Think You Know

We have CEOP trained staff and all young people and families understand how to report to CEOP and on-line protection concerns, in addition how to make a referral to the CSE team or domestic abuse, young persons advocate.

The named member of staff for reporting all bullying incidents to is: Kevin Norton

Intervention

Schools should apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves.

DfE 2014

Challenging derogatory language and gestures

Even if people in school are not directly experiencing bullying, it is vital that everyone is learning in an environment where discriminatory and derogatory language, comments and gestures are consistently challenged and supported by an embedded culture and curriculum which teaches the real meanings of words and explains why negative words or phrases will not be tolerated. This includes homophobic, transphobic, racist and sexist language, and language that is derogatory about disabled people. Phrases such as 'That's so gay' will be challenged, as not doing so may lead to our pupils' lack of understanding making them vulnerable in society. If derogatory language is allowed to persist, it could lead into bullying which at its most serious, could lead to police involvement as a hate incident. It is vital that all pupils, staff, families and visitors to school feel that Richmond Hill Primary Academy is a safe and inclusive environment for all, and that our school actively teaches the celebration of difference and diversity, and explicitly challenges prejudice and stereotypes.

Environment

We recognise the needs of trans young people and also consider a gender-binding free environment and we use gender neutral language. 1 in 200 young people are born physically different and 1 in 100 people fall under the `trans` umbrella. This language could prevent bullying based on appearance etc.

www.genderedintelligence.co.uk

HOW WILL WE TACKLE BULLYING?

- Training: all staff (teachers; classroom assistants; administrative staff; midday supervisors) will be clear about the policy and how to implement it
- Children review the policy every year during anti-bullying week and their roles and responsibilities in helping the school remain bully free are made clear during this week and regularly throughout the year
- Assemblies and class work (PSHE/Citizenship) will help to reinforce the message of the policy and teach children about their 'rights and responsibilities' as well as helping the children develop strategies for dealing with difficult situations.

How we prevent Bullying

We aim to prevent bullying by encouraging our students.

- To build co-operative relationships with others.
- To avoid and resist bullying behaviour at any level.
- To resolve difficult situations without resorting to bullying or violence.
- To understand values of respect and how our actions affect others.
- To understand any prejudice based language is unacceptable.
- To openly discuss differences between people that could motivate bullying.
- To know how to report bullying quickly and confidently.

Prevention of unacceptable behaviour, or behaviour which targets other pupils at Richmond Hill Primary Academy:

There are many systems in place to prevent or reduce the incidences of these behaviours:

- All pupils at school are actively encouraged to express their views on whether and when they feel safe or unsafe at school.
- Pupils at Richmond Hill Primary Academy receive Personal, Social, Health and Citizenship Education as an integral part of their curriculum. They learn to develop their social interaction skills, and to identify and modify any behaviour that could be regarded by others as unkind. There are regular modules in

developing self-awareness and identity, as well as in recognising and celebrating difference between themselves and others.

- All pupils carry 'Anti-Bullying' guidelines in their planners and these are regularly used and adapted in each class room.
- Pupils may have specific targets around developing appropriate social interaction skills as part of their Support plans or annual targets.
- Pupils who have planned inclusion sessions in mainstream settings will need to learn to communicate with their mainstream peers. This may include the social rules of meeting and greeting, or knowing about current interests of children or youths according to their age. They also need to be aware of what systems and procedures are in place to protect them and to report incidents of unacceptable or inappropriate behaviour.
- Pupils are well supervised by staff in school and out in the community. However independence is encouraged and some pupils will not be directly supervised by school staff e.g. at college, work related learning placement, inclusion sessions in mainstream schools. Some pupils are also supervised from a greater distance during outside break times than during classroom sessions. Therefore pupils should be helped to develop strategies which can be used in a range of situations. They should also have time to feedback their experiences to our staff. Staff should listen non-judgmentally to pupils before responding. This should also enable a better understanding of the behaviour of others and any misinterpretation to be rectified.
- Positive use is made of assemblies and the PSHE and Citizenship curriculum to develop moral awareness and behaviour. Self-advocacy is encouraged (e.g. Student Council and Student Meetings) to raise self-esteem and confidence.
- Pupils are taught communication skills as an integral part of their curriculum. Non-verbal pupils learn communication systems (e.g. Makaton). It can be difficult for many pupils to recognise and/or express their feelings and therefore, increasing their ability to do so is a priority. An emotions pack using visual cues is in use throughout the school, supported by the SALT team. There is space within this pack for pupils to express their thoughts about feeling safe or unsafe.
- Staff need to enable pupils to express their concerns and emotions. This should be individualised. Pupils should be able to talk to members of staff when they need to raise a concern. Members of staff should direct the pupil to an appropriate time and place where their concerns can be responded to sensitively.
- Break-times, lunch-times, and beginnings and ends of the day are also supervised by qualified and experienced members of staff at Richmond Hill Primary Academy.
- Pupil access to the Internet/e-mail is monitored. The dangers of unsupervised access at home will need to be raised, sensitively, with parents.
- Frequent communication between parents / carers and school is encouraged. Parents and carers are made aware of and are given information about the general complaints procedure during induction meetings.
- There are policies in place to protect pupils from adults abusing their authority. Any incidents of this will be dealt with extremely seriously in line with the above policies.

Identification:

We strive to have a detailed understanding of our pupils which can highlight unusual emotional states or behaviours which are inconsistent with our understanding of them as individuals. Other signs might include

- Repeated illness, especially on specific days of the week
- Unwillingness to attend specific lessons or venues
- Unwillingness to be around certain other pupils
- Wanting to stay with adults
- Change in eating patterns e.g. refusal to eat, vomiting
- Change in sleeping patterns e.g. insomnia
- Depression (leading to self-harm or threats of/attempts at suicide)
- Showing fear, especially in specific environments or situations
- Change to dress, school materials/books etc.

HOW WILL WE ENCOURAGE REPORTING OF BULLYING?

- Teachers will go over the bullying policy at the beginning of each school year
- Each new child joining the school will be given a copy of the Anti bullying pledge within their planner
- Parents will be informed that the policy is available to them at any time
- Assemblies and class work will encourage children not to suffer in silence; teach them that they are all important and have rights; that they are all valued and that they all have the right to be happy and safe
- Children's reporting will be taken seriously by members of staff and children will be told that they have this right.

WHAT WILL WE DO WHEN BULLYING IS REPORTED? – SCHOOLS NEED TO TAILOR THIS TO MEET THE SCHOOL SYSTEM

The LA recognises CPOMS in schools and recommends all schools have a system to log all concerns. The LA also asks schools for behaviour returns, this includes protected characteristics required or the LA Stonewall Education Equality Index 2015. Richmond Hill Primary Academy shares this information with the LA.

- All incidents of suspected bullying will be reported to the Principal or Vice Principal. The Principal or Vice Principal will then assume responsibility for investigating the situation and solving the problem
- The child who feels victimised will be interviewed sensitively and reassured
- The child/children accused of bullying will be interviewed sensitively, without accusation (unless proven/admitted – but then still sensitively and with the aim of discovering reasons behind behaviour)
- Witnesses may also be interviewed

IF BULLYING IS DETECTED:

- After the interviews, if bullying is detected, the Principal/Vice Principal or designated member of staff will decide on a course of action, often in consultation with class teachers
- Each course of action will be dependent on the nature of the bullying and the children involved. Each situation will be different and so solutions are difficult to 'set in stone'
- Parents / carers of victims and bullies will be contacted by the Principal/Vice Principal or designated member of staff to discuss the problems and the planned way forward. The views of parents / carers will be taken into account and valued although determining appropriate sanctions is the responsibility of school staff only
- Problem solving group work may be the best solution – involving victims, bullies and perhaps other children in solving the problem

IF BULLYING IS NOT DETECTED

- This does not mean that bullying is not happening!
- Parents / carers of children involved in situation will be informed
- Those involved (potential bullies and victims) will be monitored regularly and review meetings will be planned

WHO WILL BULLYING BE REPORTED TO?

Parents/ carers of children involved in any bullying situations will be informed as soon as any situation is detected or suspected

The SENCO (Special Needs Coordinator) will also be informed as the SENCO may be crucial to deciding how the bully or victim may be helped

HOW WILL WE SUPPORT/MONITOR VICTIMS AND BULLIES?

- This will be dependent on the nature of the bullying and each incident will be based on our knowledge of the situation and the children involved
- We will design solutions to problems based on our perception of the above, usually in consultation with parents and carers: this may involve groups of children problem solving; withdrawal of certain children from the playground; use of playground buddies; teacher monitoring (all staff will be informed of the situation at staff meetings); friendship groups; social skills groups; Lunch Club. Underpinning our approach, will be our belief that a bully needs help and that a 'consequence' may be necessary but will not be the solution
- All victims will be reassured and monitored to check bullying has ceased – they

also need to be praised and made to feel safe (the identified member of staff – Principal/Vice Principal – has responsibility for this). We have many strategies for supporting a child who may feel vulnerable

- e.g. peer support; playground buddy support; friendship circles; use of Lunchtime Club etc
- All children who have 'bullied' will be monitored and helped to make amends to victim/s

PARENTAL AND SCHOOL RESPONSIBILITIES

- We will always rely on parents and carers to contact the school if an incident of bullying is reported at home
- The school will report to parents / carers of incidents that may be perceived or proved as 'bullying' situations

POLICY REVIEW

- This policy will be reviewed annually along with the Behaviour for Learning Policy as we see both of these policies as fundamental to children's positive/healthy experience at our school

Dealing with Incidents of Bullying –

See also National websites, Stonewall, NSPCC, CEOP- Think U K, Anti-Bullying Alliance, Diana Awards, genderedintelligence, DfE, BBC education etc.

Students (if you have been bullied):

CONSIDER USING THE CEOP EYE / BUTTON – TALK TO SOMEONE

- If you feel able, ask the bully to stop. Try not show you are upset or angry.
- Try to ignore the bullying, say 'no' firmly and walk away.
- Tell a friend what is happening.
- Tell a teacher or another adult in school.
- If you are scared to tell a teacher or adult on your own, ask a friend to go with you.
- Tell your family.

Parents (watch for signs of bullying)

- Monitor social networks/computer use.

- Listen and talk to your child about the situation. Give sensible advice.
- Reinforce the value of good behaviour.

School Friends

Students can support our zero tolerance policy by being the ‘eyes and ears’ of the school. We are proud to be a ‘telling school’:

- Alert a teacher to your concerns.
- Talk to your friends about the situation.
- Above all – always tell someone. Adults will usually need to intervene to stop bullying.
- All students have a responsibility to avoid encouraging or inciting bullying.

School (any reports of bullying will be treated seriously):

- The response will depend on the nature of the incident and may involve a variety of strategies and sanctions.
- This could range from warnings to exclusions for serious incidents.
- School will investigate promptly and communicate effectively with home.
- School will support the victims of bullying and work with the bully to change behaviours.
- If appropriate, counselling, restorative justice and problem solving approaches may be used, alongside protective behaviour and assertiveness support.
- Cyberbullying may be reported to the police.
- The school will monitor bullying incidents and how safe students feel at school, including Student Voice and pupil questionnaires-this will inform our pastoral support and Curriculum planning. This information will be shared with students, staff and Directors.
- School will work to prevent bullying through a range of strategies including PHSE and links across the Curriculum, assemblies and enrichment activities, Anti-bullying week activities, communications with all stakeholders, staff training, student voice, mentoring, small group work, targeted workshops and student listeners.

Procedure for dealing with bullying:

Bullying behaviour will be investigated and addressed according to the nature of the incident(s)

- As a matter of course, discussion regarding pupil welfare is a feature of classroom meetings. Concerns about individual pupils or groups of pupils can be raised by any member of staff or by parents. Senior staff to attend meetings with classroom staff on a regular basis in order to advise on current issues.
- In consultation with senior staff and classroom staff, professional judgements are made regarding whether an issue requires a specific programme of support or whether it should appear on a risk assessment form.
- If a programme of support is required, this should be done through a classroom meeting in consultation with senior staff. If necessary, joint classroom meetings

will be arranged.

- The programme of support will reference strategies for all pupils involved, including any pupil who may have reported or been affected in witnessing the behaviours. Sensitive discussion with the families of pupils involved, under the guidance of senior staff, should be part of this procedure.
- Programmes of support for social and emotional well-being should be placed in the pupil's welfare file (CPOMS)
- Procedures to be shared regularly at appropriate departmental/class meetings, and a review of programme of support should take place by the agreed date.
- Where necessary anonymous forms stating the type and number of bullying incidents, as well as the strategies put in place to address them should be shared with the wider school community e.g. Directors

Staff:

Signs of a member of staff being bullied may include:

- General low morale
- High rate of absenteeism
- Frequent disputes, complaints and grievances
- Inefficient team working
- Social isolation

Action

All bullying behaviour towards any member of the school staff is unacceptable, whether by another member of staff or when working offsite.

- Any report of such incidents should be dealt with promptly
- Incidents and investigations should be handled sensitively, in confidence, and by a member of the Senior Staff Team. In the first instance it may be possible to resolve the situation before initiating formal procedures
- Consider HR advice
- Ensure all staff have a clear code of conduct
- Consider Union support / health and well-being team

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