



Tockwith

CHURCH OF ENGLAND PRIMARY ACADEMY

Policy Number

2

Anti-Bullying Policy

Signed:

Date: January 2025

Review Date: January 2028

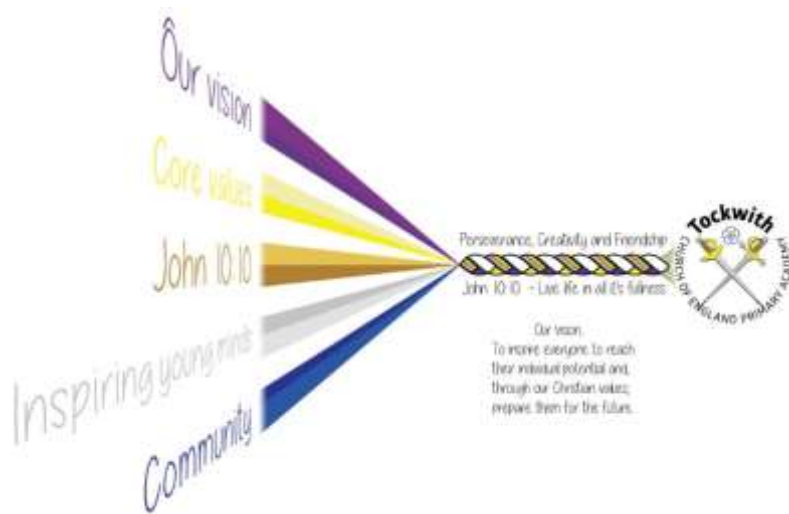
Anti-Bullying Policy

Tockwith Church of England Primary Academy is a church school which inspires everyone to reach their individual potential and, through our Christian Values, prepare them for the future. We reflected that our core distinctive Christian values of Perseverance, Creativity and Friendship drive our ambition for the community to flourish and fulfil their potential in the image of God to live life in all its fullness - John 10:10.

Our policy is based upon three rights for everyone involved in our school:

1. **The right to be safe and feel safe**
2. **The right to learn**
3. **The right to be treated with respect**

These rights help us maintain a happy, respectful atmosphere and a safe environment for everybody in our school; it will help us promote fairness and equality at all times and reflects the strong Christian ethos of our school. As a Church of England School we are committed to enabling every person to flourish and live out 'life in all its fullness'.



Children are entitled to a childhood that is free from fear and uncertainty. We are committed to taking an active role in helping children who have problems, either physical, mental or emotional. The interest and safety of the child will always be paramount. Our Christian values are Perseverance, Creativity and Friendship. These values are explored through daily school life, collective worship and opportunities for reflection.

The aims of our anti-bullying policy is to ensure that all staff, parents, carers and governors:

- have a clear understanding of what bullying is and is not
- know what to do if they suspect incidents of bullying and that this will be taken seriously
- know that we deal with incidents of bullying fairly and promptly
- know that appropriate support will be given to the individuals being bullied and the bully
- feel safe within our school environment

We are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children and young people will be tolerated

1. Governors, staff, students and pupils in all schools in the Trust will:

- 1.1. Discuss, monitor and review the anti-bullying guidance on a regular basis
- 1.2. Support all staff to promote positive relationships and identify and tackle bullying appropriately
- 1.3. Ensure that student/pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that students/pupils feel safe to learn; and that they abide by the anti-bullying guidance
- 1.4. Report back to parents/carers regarding their concerns on bullying and deal promptly with complaints. Parents/carers in turn work with the school to uphold the anti-bullying guidance
- 1.5. Seek to learn from good anti-bullying practice elsewhere and utilise support from Ebor, the Local Authority and other relevant organisations when appropriate.

2. Definition of bullying

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The five main types of bullying are:

- 2.1. Physical (hitting, kicking, theft)
- 2.2. Verbal (name calling, racist, homophobic remarks)
- 2.3. Indirect (spreading rumours, excluding someone from social groups)
- 2.4. Cyberbullying (defined as 'the use of Information and Communications Technology (ICT)) particularly mobile phones and the internet, used deliberately to upset someone else. It can be used to carry out all the different types of bullying (such as racist bullying, homophobic bullying or bullying related to SEN and disabilities). Cyberbullying includes inappropriate and harmful behaviours expressed via digital devices such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet
- 2.5. Sexual harassment or abuse (involving the use of explicit or implicit sexual overtones, including the unwelcome and inappropriate promise of rewards in exchange for sexual favours. Sexual harassment includes a range of actions from verbal transgressions to sexual abuse or assault)

In our school we define bullying as:



When someone says or does something unintentionally hurtful and they do it once, that's

RUDE.

When someone says or does something intentionally hurtful and they do it once, that's

MEAN.

When someone says or does something intentionally hurtful and they keep doing it - even when you tell them to stop or show them that you're upset, that's

BULLYING.

3. Forms of bullying covered by this guidance

Bullying can happen to anyone. This guidance applied to all types of bullying including and with reference to protected characteristics:

- 3.1. Bullying related to race, religion or culture
- 3.2. Bullying related to LDD (learning difficulties or disability)
- 3.3. Bullying related to age, appearance or health conditions
- 3.4. Bullying related to sexual orientation (homophobic bullying)
- 3.5. Bullying of young carers or looked after children or otherwise related to home circumstances
- 3.6. Sexist, sexual and transphobic bullying

4. Action to be taken if bullying occurs

- 4.1. Victims are supported and reassured. They are offered help and support in dealing with the consequences of the bullying and to help them deal more effectively with any future bullying.
- 4.2. Perpetrators are made to realise that bullying is unacceptable and that it will not be tolerated.
- 4.3. Children and staff are made aware of their responsibilities in stopping bullying from happening. It is everyone's responsibility to prevent it and children are helped to understand that it is acceptable (and important) that they report bullying when they know that it is happening.
- 4.4. Parents when appropriate are made aware when their child is being bullied, or is bullying someone else.

5. Approaches to prevent bullying

The senior leadership team in the Trust will promote an open and honest anti-bullying ethos which secures whole-school community support for the anti-bullying guidance. Staff are expected to actively demonstrate positive behaviour and set a positive context for anti-bullying work in the schools. We adopt a range of strategies to reduce bullying and to tackle it effectively if it does occur.

The schools will:

- 5.1 Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience, particularly through each school's personal and social health education curriculum.
- 5.2 Consider all opportunities for addressing bullying including through the curriculum, displays, peer support and through the School Council. This will include PSHE and Citizenship classes which can be used to discuss issues around diversity and draw out anti-bullying messages.
- 5.3. Train all staff to identify bullying and follow the Ebor Academy Trust guidance and procedures on bullying, including recording incidents of bullying.
- 5.4. Actively create "safe spaces" for vulnerable children and young people and provide structured play opportunities at lunchtime and by using older children acting as buddies.
- 5.5. Use a variety of techniques to resolve the issues between those who bully and those who have been bullied. Use of pastoral lead to work with children and staff.
- 5.6. Make use of creative learning through art, music, poetry, drama and dance to develop understanding of feelings and enhance pupils' social and emotional skills.
- 5.7. Use whole-school and key stage assemblies to raise awareness of the anti-bullying guidance.
- 5.8. Provide age appropriate events which can prompt further understanding of bullying such as theatre groups, exhibitions and current news stories (Picture News).

6. Involvement of students/pupils

We will:

- 6.1. Regularly canvas children and young people's views on the extent and nature of Bullying, this forms part of our ongoing pupil voice work. Giving pupils the opportunity to share how they feel on many aspects of school life including bullying.
- 6.2. Work to educate all pupils on the harm and dangers of bullying behaviour. Teaching children about the importance of using kind words and respectful actions and interactions.
- 6.3. Ensure students know how to express worries and anxieties about bullying
- 6.4. Ensure all students/pupils are aware of the range of sanctions which may be applied against those engaging in bullying

- 6.5. Involve students/pupils in anti-bullying campaigns in schools where relevant
- 6.6. Publicise the details of help-lines and websites.
- 6.7. Offer support to students/pupils who have been bullied and to those who are bullying in order to address the problems they have
- 6.8. Ensure there are opportunities for students/pupils to have a say about school issues
- 6.9. Ensure children understand who are the safe people in school they can confide in with their worries. Who is a trusted adult?
- 6.10. Ensure children feel listened to and understood when they raise a concern of alleged bullying.
- 6.11 Use PSHE boards in school for children to interact with.

7. Liaison with parents and carers

We will:

- 7.1. Ensure that all parents/carers know who to contact if they are worried about bullying. This would be the class teacher
- 7.2. Ensure all parents/carers know the correct channels to follow if they need to raise a concern with the school. See communication guidance
- 7.3. Ensure all parents/carers know where to access independent advice about bullying.
- 7.4. Work with all parents and the local community to address issues beyond the school gates that give rise to bullying, utilising the school's PSCO wherever necessary.
- 7.5. We will carry out a thorough investigation into any alleged bullying incidents. This will involve compiling witness statements and gathering pupil's views and feelings. The victim and alleged perpetrator will also provide statements as part of an investigation into bullying.