


Rise Park Primary and Nursery School



Anti-Bullying Policy

Signed by chair of committee	
Print Name	Jeanette Kirkby
Date	March 2023
Date of Review	March 2025

Introduction

Rise Park Primary School promotes values which reject bullying behaviour and promote co-operative behaviour. Tackling bullying matters.

This policy should be read alongside our policies on;

- Behaviour
- Equality and Diversity
- Teaching and Learning
- SEND
- Acceptable use
- Inclusion
- Safeguarding
- Health and safety
- Complaints

Intent

At Rise Park Primary School, we are committed to providing a supportive, caring and safe environment, in which all children are free from the fear of being bullied.

We take a zero-tolerance approach, with the strong belief that all bullying is unacceptable and wrong and that it damages individual children. We therefore do all we can to prevent it, by developing a school ethos, in which bullying is regarded as unacceptable and by taking bullying and its impact seriously.

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, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Our school has high expectations regarding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff. Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books and the child-on-child abuse tracker. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Under the Equality 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
- religion, belief or lack of religion/belief
- sex
- sexual orientation

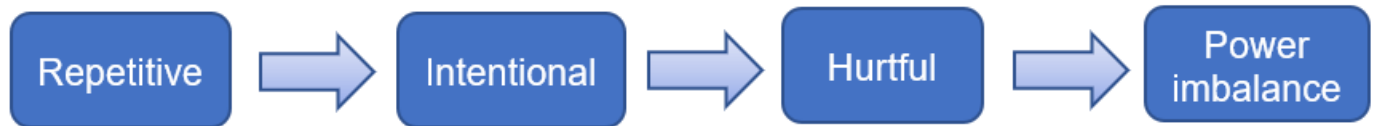
This policy sets out how we uphold our commitment to the Equality Act.

What is bullying?

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

At Rise Park Primary and Nursery School, we define bullying as;

Repetitive behaviour which is deliberately intended to hurt someone either emotionally, verbally or physically. It can happen face to face or online and usually involves a power imbalance. It is often aimed at certain people because of their race, religion, gender or sexual orientation or any other aspect such as appearance or disability.



Types of Bullying Behaviour

We are aware that bullying can be fuelled by prejudice. Through our ethos, which values diversity and celebrates difference, we work to create a culture where prejudice and hatred is not accepted.

Prejudice is an assumption or an opinion about someone simply based on that person's membership to a particular group.

Any behaviour that is homophobic, transphobic, racist, targeted at faith, sexist or disablist is not acceptable and will have consequences.

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online/cyber – use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos.
- Racist – racial comments, taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic or biphobic - bullying because of sexuality or perceived sexuality
- Transphobic – because of gender identity or perceived gender identity

Homophobic language is terms of abuse used towards lesbian, gay or bisexual people or those thought to be LGBT. It is also used to refer to someone or something as inferior, this may also be used to taunt young people who are different in some way or who have gay friends, family members or their parents/carers that are gay. Dismissing it as banter is not helpful, as even if these terms are not referring to the persons' sexuality, they are using the terms to mean inferior, bad, broken or wrong.

We should challenge the use of homophobic language even if appears to be used without homophobic intent.

Preventing Bullying

As far as possible we will seek to eliminate bullying at Rise Park Primary School through education and by teaching methods for helping children to prevent bullying.

These include:

- Promotion of our 'Steps to Success' mission statement
- Celebrating difference through our 'diversity' curriculum driver
- Class worry monsters
- Through our PSHE curriculum
- Through our behaviour policy, which promotes respect and responsibility
- Rewarding kindness and empathy and the positive traits of being a 'Riseparker'
- Nurture support provided by the Nurture team
- Taking part in national initiatives such as 'Anti-Bullying Week' and 'RSE Day'

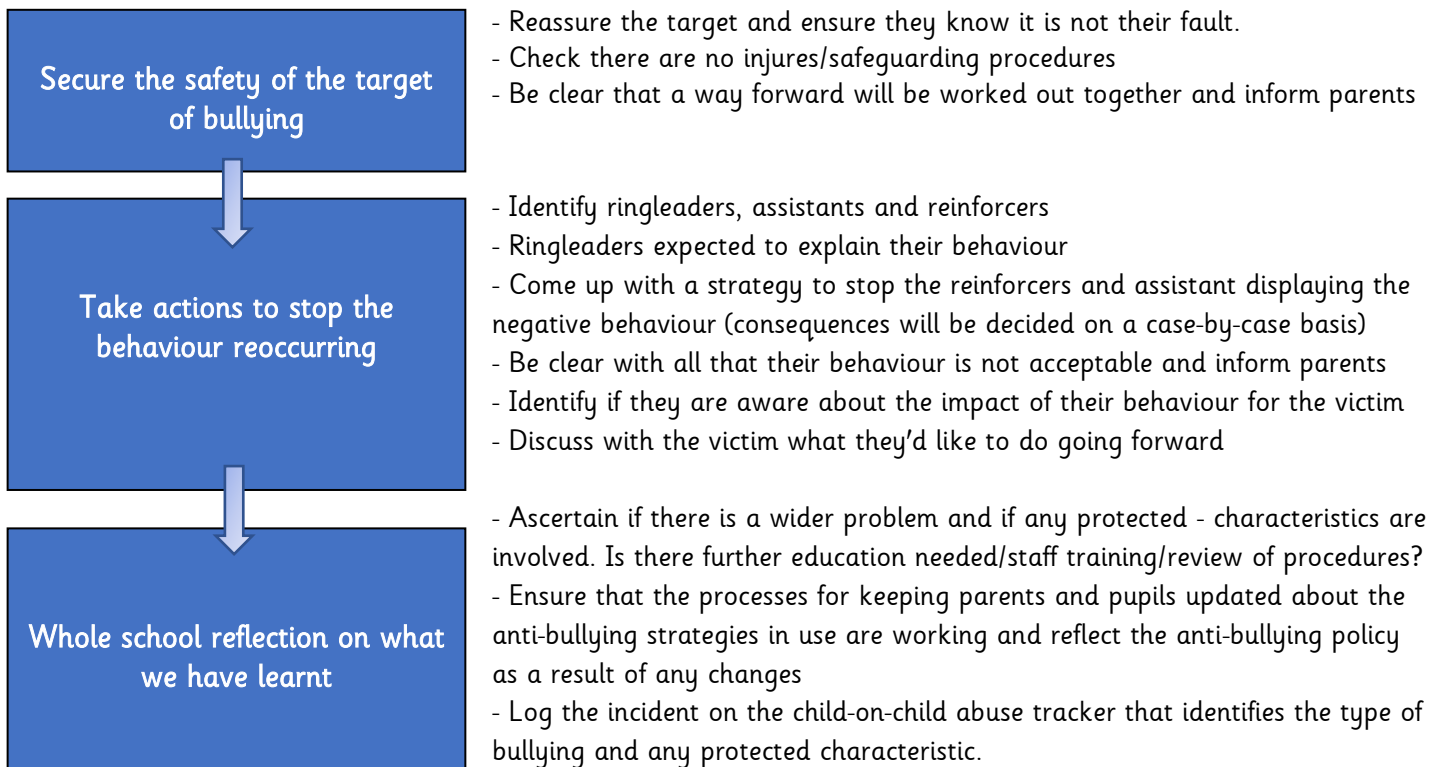
- Co-operative group work
- House teams which facilitate working together with other year groups
- Writing a 'class charter' at the beginning of the year that children agree/commit to
- Books, stories and poems linked to bullying
- Through our foundation curriculum (such as History/Art)
- Valuing pupil voice through varied pupil responsibilities including School Council, Peer Mediators, Playground Buddies

Responding to bullying

Pupil voice is strong at Rise Park Primary School, and pupils know no matter who they approach, they will be listened to, that all incidents will be taken seriously, investigated thoroughly and that appropriate action will be taken until the bullying is stopped and does not reoccur.

Staff understand that bullying is a barrier to learning, a potential safeguarding issue and a wellbeing issue and as such, remain vigilant to any changes of behaviour in pupils and ensure that they have strong trusting relationships with pupils.

We approach bullying in through the following steps:



Reporting Bullying

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

Children are encouraged to report bullying to:

- A trusted adult
- Any staff member
- Their peers
- The nurture team (Mrs Watts and Mrs Lamb)
- Mrs Kelly (Headteacher), Mrs Griffiths (Deputy Headteacher), Miss Lynch (Assistant Headteacher)

Parents are encouraged to report concerns and can do this by speaking to their child's class teacher or calling/visiting the school office. It is acknowledged that some children will not feel able to report bullying. As such, it is important if parents identify any signs of bullying it is reported to the school at the earliest opportunity.

Staff will proactively look for changes in a child's behaviour and consider the reasons behind this whilst informing the DSL/nurture team/parents. Behaviour logs in school are regularly reviewed by a member of the Senior Leadership Team, who will identify patterns.

The systems for reporting bullying are as follows:

- Children and young people should report concerns about bullying behaviour to their class teacher. They can do this verbally, or use class worry monsters or other written methods if this is more comfortable for them. Should initial action not achieve the desired outcome, children should talk to a senior leader to take further action.
- Parent/Carers can report concerns to the school office or class teacher, who will endeavour to find a member of senior staff to discuss the concern. If no one is available, parents will be contacted on the same day at the earliest opportunity.
- Visitors and other bystanders should refer any concerns about bullying behaviour to a member of staff.

Each case of bullying will be investigated involving all parties and is dealt with on a case-by-case basis, however, the Headteacher or Deputy Headteacher is always involved. All incidents of bullying are logged on the school's child-on-child abuse tracker.

Some incidents of bullying may also be a child protection issue. A bullying incident should be addressed as a child protection issue under the Children Act 1989, when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'.

These concerns must be reported to a Designated Safeguarding Lead (DSL) in school and then reported to the local authority's children's social services if appropriate.

The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head Teacher draws attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why pupils received consequences. The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Role of Parents

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately, or the school office.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. Please see our Behaviour Policy for more information

Bullying outside of the school premises

DfE guidance states that headteachers have the legal power to discipline pupils for misbehaving outside the school premises, when the pupil is under the lawful control of the staff member, "to such an extent as is reasonable". (Section 89 clause 5 of the Education and Inspections Act 2006). This can relate to bullying incidents occurring anywhere off the school premises, including via online communication. We expect pupils and families to follow our values within school and walking to and from school and will not tolerate disrespectful or unkind behaviour off the premises. We will challenge online bullying and educate and encourage families to report any such incidents. Children/parents can take screen grabs of any unkind online behaviour. We encourage all our pupils to be 'defenders' when they are witness to bullying behaviour by safely reporting it and alerting us to concerns.

When bullying outside school is reported to school staff, it will be investigated and acted on.

The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Statutory duty of schools

Head Teachers have a legal duty under the School Standards and Framework Act 1998, to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Schools also have a duty to safeguard and promote the welfare of pupils and to ensure that children and young people are safe from bullying and discrimination offering equality for all. Government guidance advises that the policy should also address the bullying of staff by pupils. This policy links into the latest legislation taken from the DfE 'Preventing and tackling bullying' document July 2017.

Monitoring and Review

This policy is monitored on a day to day basis by the Head Teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's behaviour books, and by discussion with the Head Teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents

Appendix

Appendix 1: The agreed language/dynamics associated with bullying (What roles can we play - Anti-Bullying Alliance)

What roles can we play?

Anti-Bullying Alliance **UNITED AGAINST BULLYING**

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) - Ignores any bullying and doesn't want to get involved.

The diagram shows six roles in bullying, each represented by a cartoon character in a colored circle. A dashed purple oval encloses the 'Target', 'Ringleader', 'Reinforcer', 'Assistant', and 'Defender' roles. The 'Outsider' role is shown outside this oval. The 'Target' is a boy with black hair in a purple circle. The 'Ringleader' is a girl with red pigtails in a teal circle. The 'Reinforcer' is a girl with black hair in a purple circle. The 'Assistant' is a boy with a red headband in a teal circle. The 'Defender' is a boy with black hair in a red circle. The 'Outsider' is a girl with blonde hair in a yellow circle.

Appendix 2: Signs that may indicate bullying

No single sign will indicate for certain that your child's being bullied, but watch out for:

- Belongings getting 'lost' or damaged
- Physical injuries, such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Asking for, or stealing, money (to give to whoever's bullying them)
- Being nervous, losing confidence, or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

(Signs of bullying, NSPCC)

Appendix 3: Further information and support

Support Agencies

- Anti-bullying Alliance: the alliance brings together over 100 organisations into one network to develop and share good practice across a whole range of bullying issues. www.anti-bullyingalliance.org.uk
- Kidscape: established to prevent bullying and promote child protection. www.kidscape.org.uk
- Childline: advice and stories from children who have survived bullying 08000 1111

- The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and awards for schools to tackle bullying effectively. www.bullyinginterventiongroup.org/
- BullyingUK (part of Family Lives): advice and links for parents. www.bullying.co.uk

Useful sources of information

- Stonewall: the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.
- Cyberbullying.org: provides advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org
- ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves. www.childnet.com
- ThinkUKnow: the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety www.thinkuknow.co.uk
- Changing Faces: online resources for schools on bullying because of physical difference. www.changingfaces.org.uk/
- Mencap: www.mencap.org.uk
- Kick it out : Uses the appeal of football to educate young people about racism. www.kickitout.org