



Thorpe Hesley Primary School Anti Bullying

Thorpe Hesley LGB: 12/04/2021

To be reviewed: as required and according to Government guidance

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Guidance to support schools to address bullying

Introduction

Thorpe Hesley Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Thorpe Hesley Primary School. If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate. All reported incidents will be actioned by our Anti-bullying Co-ordinator Mrs Sarah Hewitt – Head Teacher. Mrs Kerry Hattersley, our Anti Bullying Governor checks any records of incidents and has regular meetings to discuss incidents and actions taken, which are shared with the Governing Board through visit reports. We celebrate diversity and promote cohesion within our community.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2011

www.education.gov.uk/aboutdfe/advice/f0076899/preventingandtackling-bullying

From January 2012, the Ofsted Guidance and grade descriptors for inspecting schools in England under section 5 of the Education Act 2005, refers to the key judgement on the behaviour and safety of pupils in the school linked to the way a school manages bullying:

Ofsted Criteria

When evaluating the behaviour and safety of pupils at the school, inspectors **must** consider:

- pupils' behaviour towards, and respect for, other young people and adults, including, for example, freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity

Ofsted Inspectors **must** take into account a range of evidence to judge behaviour and safety over an extended period, and should consider:



- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability
- the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on harassment, racism, homophobia and different types of bullying
- the views of parents and carers, staff, governors and others

What is Bullying?

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally"

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

Definition from Anti Bullying Alliance

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.'

The Equalities Act 2010 aims to offer protection from Hate Crime in the form of discrimination, harassment and victimization. This covers 9 areas, 7 of which are pertinent to Children and Young People. The 7 areas more pertinent to C&YP are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE.

Some of the reasons pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of MSN/Facebook e.g. sexting
- **Written** e.g. ridicule through drawings and writing e.g. on planners/PC's
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Damage to Property** e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

Impact of Bullying



Research confirms the destructive effects of bullying on young people's lives. Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

Some Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and investigated.

What we will do as a school

- Ensure the whole school community has an understanding of bullying and its consequences.
- Maintain a designated member of staff as anti-bullying officer.
- Maintain an Anti-bullying Governor.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Continue to maintain a consistent system for recording incidents of bullying.
- Continue to employ a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights; the choices they make bring responsibilities.
- Review the anti-bullying policy in consultation with the school community to ensure it remains current.
- Identify and make safe, areas in school where bullying could/has been known to occur.
- Be aware of factors which may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:
 - Regular praise of positive and supportive behaviour by all staff.
 - Work in school which develops empathy and emotional intelligence.
 - Any incidents are treated seriously and dealt with immediately.
 - If a child is found to be the victim of bullying outside school then help and support will be offered and advice given on how to avoid further incidents in future. The victim's and perpetrators parents will be informed.
- Ensure that Children and Young people have some involvement in the development of the anti-bullying policy and strategy along with the process of monitoring, review and evaluation.

How we will work with victims of bullying

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to.
- Ensure that strategies are put in place to support individual needs.
- Ensure victims are consulted, and kept involved and informed.

How we will work with those accused of bullying

- Ensure that perpetrators are listened to acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs
- Ensure perpetrators are consulted, and kept involved and informed.
- Implement appropriate sanctions and learning programmes for example:
 - counselling/instruction in alternative ways of behaving
 - rewards/positive reinforcement for young people in order to promote change and bring unacceptable behaviour under control
 - adult mediation between the perpetrator and the victim (provided this is safe for the victim)
 - fixed periods of exclusion



- permanent exclusion (in extreme cases which may involve violence)

How we will work with bystanders

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

Strategies we may use include

- Worry Box situated in both buildings – accessible privately to pupils
- Circle Time
- Assemblies
- Peer mentoring
- Peer mediation
- Circle of Friends
- Support from external agencies eg With me in mind
- Sharing good practice with other schools
- Participation in Anti-Bullying / Friendship Week

How we will educate the school community

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying officer and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum)

How will we work with parents and carers

By ensuring that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to.
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the schools handling of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked. (see appendix 2 Recommended procedures in school for reporting bullying).

If after following the schools formal complaints procedure the parent/carer is still dissatisfied the Local Authority complaints procedure for handling school complaints can be accessed on the school website and in the School Office.

How we will support staff

We will ensure appropriate agencies contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link.

Appendix 1. Support Agencies we may consult

Anti Bullying Development Officer – Sue Horton Rotherham MBC
Susan.horton@rotherham.gov.uk Tel: 01709 823688

Rotherham MIND:

Rotherham Healthy Schools: healthyschools@rotherham.gov.uk Tel 01709 740226



Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Kidscape www.kidscape.org.uk 02077303300

Childline – advice and stories from children who have survived bullying
08000 1111 www.childline.org.uk

Bullying on line www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying 01928 576152

Useful sources of information

Mermaidsuk.org.uk – family and individual support for teenagers and children with gender identity issues.
www.mermaidsuk.org.uk

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.
www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

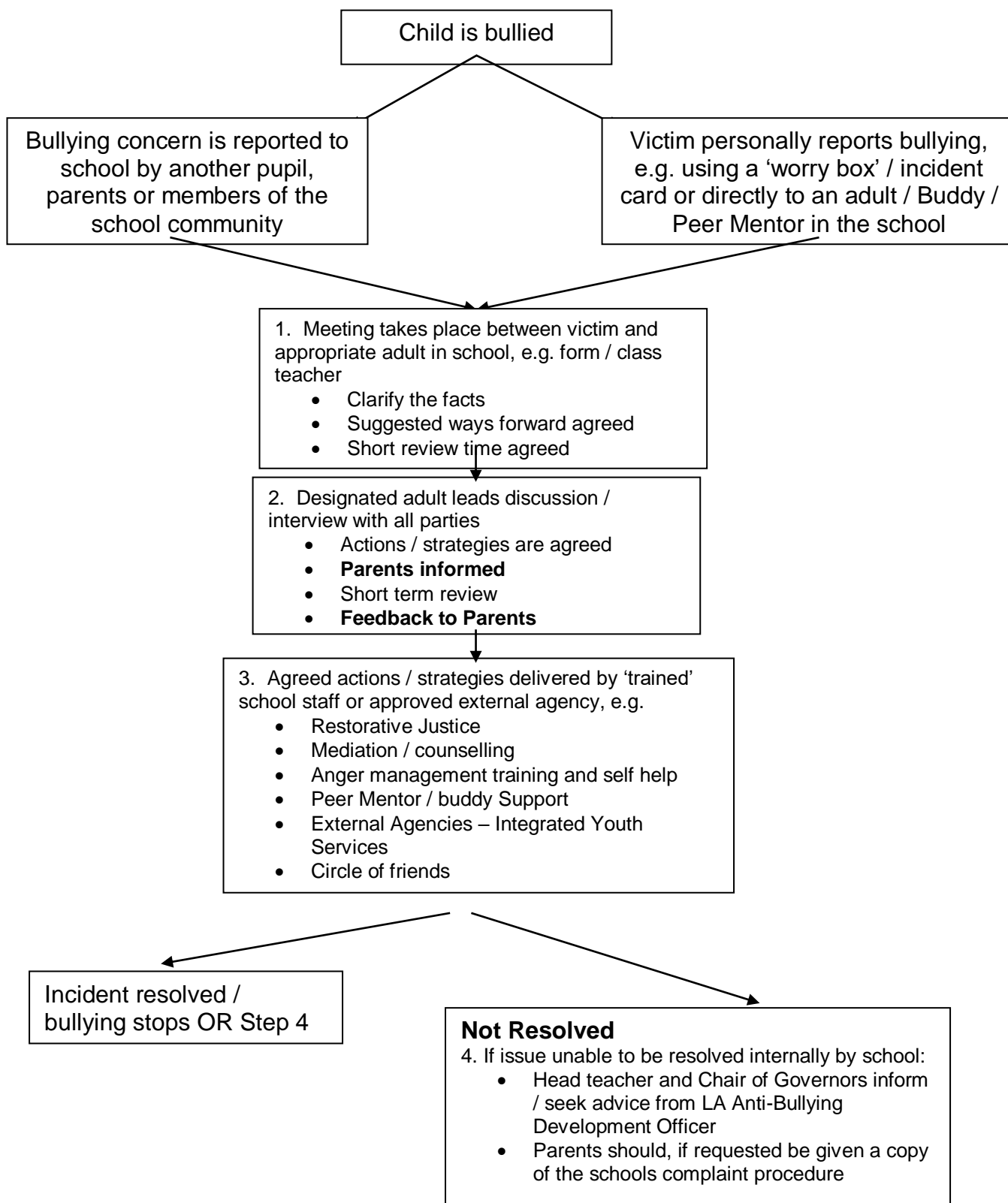
Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents



Appendix 2. Recommended procedures in school for reporting bullying: pathways of help

(All schools will have their own referral procedures. It is important to provide feedback to both Parents/Carers and pupil on an agreed basis)



Appendix 3. Anti Bullying Policy checklist taken from Anti Bullying Alliance Website

- Make sure the policy begins with a clear definition of what bullying is
- Make sure the policy includes all forms of bullying – this should include specific reference to bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying and the use of cyber technology to bully.
- Make sure the policy includes the preventative strategies that the school will use
- Make sure the policy gives a clear outline of how the school will respond to bullying incidents including the recording procedure and possible sanctions.
- Make sure the policy includes clear procedures for pupils or parents and carers who wish to report a bullying incident.
- Make sure the policy includes reference to bullying between pupils outside of school and bullying of staff.
- Make sure the policy references occasions where there may be police involvement (e.g. if crime has been committed)
- Make sure the policy is shared with all members of the school community (e.g. through the school website, newsletters)



Appendix 4. Ofsted briefing exploring the schools actions to prevent homophobic bullying.

Exploring the school's actions to prevent homophobic bullying

Briefing for section 5 inspection

Age group: All age groups

Published: April 2012

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The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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Exploring the school's actions to prevent homophobic bullying

Inspectors should make sure that questions are age appropriate and asked in the right context.

With primary pupils inspectors might explore whether:

- pupils ever hear anyone use the word 'gay' when describing a thing or and whether they have been told by teachers that using the word 'gay' to mean something is rubbish is wrong, and why it is wrong
- pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
- pupils have had any lessons about different types of families (single parent, living with grandparents, having two mummies or two daddies).

With secondary pupils inspectors might explore the above, and whether:

- there is any homophobic bullying or name calling in school or on social media sites
- if a gay pupil was 'out' in school, they would feel safe from bullying
- they have learned about homophobic/transphobic bullying and ways to stop it happening in school
- they learn in school about different types of families - whether anyone is, or would be, teased about having same-sex parents.

With senior leaders and when looking at documentary evidence inspectors might explore:

- whether they are aware of any instances of homophobic or transphobic language in school, if this is recorded and how it is acted upon



- whether the school's equalities, bullying and safeguarding policies address gender identity and sexuality
- if training has been provided for staff in how to tackle homophobic/transphobic bullying including language
- whether the school has taken any action to ensure provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils for example in Sex and Relationships Education and other aspects of PSHE including providing age appropriate advice and guidance
- how the school seeks to support LGBT pupils and those from LGBT families
- whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
- if there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
- whether policies include reference to carers as well as parents.

With governors inspectors might explore:

- how the school meets its statutory duty to prevent all forms of prejudice-based bullying including homophobia and transphobia?
- whether they are aware of any homophobic/transphobic bullying or language in school and whether are incidents followed up effectively
- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

