Farsley Springbank Primary School

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Anti-bullying Policy

Statement of school values and position on bullying

At Farsley Springbank Primary School, everyone has the right to feel safe, welcome and valued. We are committed to providing a caring, inclusive environment where all children can learn, develop and thrive.

Our school values of Courageous, Kind and Curious underpin everything we do and shape our approach to preventing and responding to bullying. We encourage children to be courageous by speaking out when something feels wrong, standing up for themselves and others, and seeking help from trusted adults. We teach children that it is always right to tell and that their concerns will be taken seriously.

Kindness is central to our school community. We expect all members of our community to treat others with respect, empathy and fairness. Bullying behaviour, unkind language and discrimination are not tolerated, and we work actively to build positive relationships and a strong sense of belonging.

By being curious, children are encouraged to understand different perspectives, reflect on the impact of their actions and learn from mistakes. Through discussion, reflection and restorative approaches, pupils develop the skills needed to manage conflict, repair relationships and make positive choices.

Bullying of any kind is unacceptable. As a school, we are committed not only to responding promptly and effectively to bullying but also to creating a culture where bullying is actively challenged and prevented and where every child feels confident, supported and safe.

Aims of this policy:

- To help pupils, parents and staff understand what is meant by bullying and how to report incidents of it;
- For pupils, parents and staff to be assured that allegations of bullying will be taken seriously and will be acted upon;
- To clarify effective and sensitive systems for dealing with allegations of bullying and for supporting both those experiencing being bullied and those displaying bullying behaviours to ensure that bullying behaviour does not continue.

Definition of bullying

It is important that as a school we have an agreed definition of bullying. The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.

'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.' (DfE 2017)

When establishing whether an incident is bullying, the following features are looked for:
Intent, hurt, repetition, power imbalance

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.

Forms of bullying

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion. The school will take reasonable steps to address bullying that occurs outside of school, including online, where it affects the wellbeing or safety of pupils.
- Indirect - Can include the exploitation of individuals.

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 of 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, even bullying behaviour that 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.

Child on Child Abuse

This occurs when a young person is exploited, bullied and/or harmed by their peers who are the same or similar age. As per our Safeguarding and Child Protection Policy, this school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys' or 'part of growing up'. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, sharing of nude images, sexual violence and sexual harassment. All of these can be experienced by both boys and girls. The school and its staff will take all possible actions to ensure child on child abuse cannot go unnoticed through discussion and taught sessions at age-appropriate level, supervision of children, reminding children to 'speak out, stay safe' and having trusted adults and procedures to enable this to take place. Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils. Measures appropriate to the uniqueness of each situation would be put in place to minimise the threat to those concerned.

Rights

Children have a right to come to school and feel safe from harm in a caring and supportive environment. Everybody has the right to be treated with respect. Pupils who are carrying out bullying behaviours need to learn different ways of behaving.

Responsibilities

PUPILS:

- Must not bully anyone else, or encourage and support bullying by others
- Report bullying to any trusted adult in school. This may be their class teacher, another member of staff or a member of the senior leadership team. Tell an adult if they know or suspect that someone else is being bullied
- Recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

<u>If you are being bullied in school</u>:

- Talk to an adult in school or at home that you trust, and take a friend if it helps. If the bully or anyone else tells you not to speak out, or that you will be in trouble for doing so, then you still must still tell an adult. You will never be in trouble for this.
- What you say will be passed on to your teacher and will always be taken seriously

- If you need somewhere to be safe, there will be a place for you to go while the problem is being sorted out. The adult you talk to will organise this for you.
- If you need someone else to talk to you can ring the National Bullying Helpline – 0845 225 5787 or Childline – 0800 1111 or visit www.childline.org.uk .

<u>If you see someone being bullied at school</u>:

- The best thing you can do to help is to talk to someone**.** Always pass on the information you have to an adult.

STAFF:

- Establish positive relationships with pupils and parents/carers
- Be available for children to talk to
- Respond promptly and effectively when there are concerns about bullying
- Report and record all allegations of bullying both on CPOMs and to the AHT/DHT/other member of SLT is AHT/DHT absence

AHT/DHT:

- Decide on how each bullying allegation is best investigated – this may involve class teachers/trusted adult speaking to the children involved before AHT/DHT does.
- Ensure all aspects are investigated thoroughly
- Ensure pupils, and where appropriate parents / carers, are given regular feedback on the action been taken

GOVERNORS:

The Governing Body has strategic oversight of the school's approach to preventing and responding to bullying. In particular, governors will:

- Approve and review the Anti-Bullying Policy on a regular basis
- Ensure the policy aligns with safeguarding and equality duties
- Monitor the effectiveness of the policy through reports from senior leaders, which may include survey results or anonymised information about incidents, patterns and outcomes.

If a pupil says they are being bullied in school:

- Listen to what they have said.
- Always take it seriously so the child know their concerns have been heard.
- Record what they have said (on CPOMs or on paper and pass to AHT/DHT).
- Make it clear that they have made the right decision to tell.
- Explain that it is not possible to keep things we are told a secret.
- Offer the support of a safe room/area if it is necessary.
- Pass the information on to the pupil's teacher and then to the AHT/DHT if bullying is confirmed.

PARENTS:

- Must contact the school immediately if they know or suspect that their child is being bullied, even if their child has asked for "secrecy", and work in partnership with the school to bring an end to the bullying
- Must contact the school if they know or suspect that their child is bullying another pupil
- Must share with the school any suspicions they have that bullying is taking place even when it does not directly involve their child.

If your child is being bullied or is bullying in school:

- We can help.
- Contact the school and ask to speak to the class teacher.
- Talk over the problem with the teacher. Be as factual as possible, even though this is difficult in such an emotive subject.
- Reassure your child that contacting school is the right thing to do to find a solution. We need to know as soon as possible so we can best solve the problem.
- Ensure your child continues to attend school.

Strategies to prevent bullying (also see prevention strategies in appendices)

- Our school is a No Outsiders school and children understand this concept and those of protected characteristics. This is reinforced in regular lessons and assemblies.
- We openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable
- Daily check-ins with children e.g. through 'blob' sheets in KS2 or emotional registers.
- Playground buddies on duty at break and lunchtimes
- School and class charters
- Supervision by staff
- Support programmes for vulnerable pupils such as lunchtime club and Circle of Friends
- Involvement of pupils, for example peer support
- Staff training/induction
- Ensuring a child friendly version of the policy visible for pupils
- Explicit teaching of bullying, what it constitutes and how to report it
- Regular pupil voice, for example through survey
- Effective school leadership - promoting anti-bullying ethos
- PSHE curriculum
- Use of praise, reward and sanction systems
- Behaviour and Relational policy built on emotion coaching

Recording and reporting

Appropriate members of staff in addition to the class teacher (e.g. Headteacher, Deputy Headteacher, Learning Mentor) will be involved once bullying has been established or if the class teacher needs assistance with further investigation. The school will keep records of bullying incidents, the immediate action taken and the short-term monitoring and review which follows on CPOMs. Records are used to identify patterns, support pupils effectively and inform preventative work across the school.

Each incident will be assessed to consider:

- degree of intent
- degree of impact / hurt
- duration
- frequency
- imbalance of power

Recording of incidents will enable us to:

- Manage individual cases effectively by choosing the appropriate intervention strategy
- Identify 'vulnerable' pupils in need of support
- Monitor and evaluate effectiveness of strategies
- Celebrate anti-bullying work

Intervention strategies (also see protection strategies in appendices)

- Support both those experiencing bullying and those displaying bullying behaviour, focusing on the behaviour not the person.
- Support Programmes to help to build emotional and social skills and/or change behaviour
- Engage parents promptly

Other policies that the Anti-Bullying Policy relates to include:

This policy is informed by the Department for Education guidance Preventing and Tackling Bullying, Keeping Children Safe in Education and the Equality Act 2010.

- *Behaviour policy*
- *Child Protection and safeguarding Policy*
- *Online Safety and IT Acceptable Use Policy*
- *Equalities and Diversity Policies*
- *PSHE policy*
- *RSE policy*

Approved by the Full Governing Body in February 2026
To be reviewed every 3 years unless a review is needed earlier.
Review due February 2029

Appendices

- Bullying Record (for staff to report allegations of bullying on CPOMs)
- Intervention Strategies
- Change behaviour strategies
- Bullying - Prevention
- Bullying – Intervention/Protection

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Bullying Allegation Record

These questions and their responses must be added to the incident once recorded onto CPOMs

Is this a bullying incident?

Was there **intent** (deliberate)?

Was there **hurt**? (Physical or emotional)

Was there **repetition**? (Has this happened before or has it been going on for a while?)

Was there **Power Imbalance**? (Is the perpetrator using their position/ strength or perceived vulnerability of the victim/ target to hurt)?

Based on the above information do you consider this to be a bullying incident?

Yes/ No

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INTERVENTION STRATEGIES

Key questions relate to degree of:

- Intent
- Hurt
- Repetition
- Duration

Need to have sense of thresholds – Low, Medium or High

Low Level – should be handled quickly and sensitively. This will involve an appropriate member of staff following the following procedures:

- Talk with the person experiencing being bullied to understand their feelings
- Talk with those displaying bullying behaviours to explain the extent of the distress/hurt; to reinforce view that behaviour is unacceptable; to encourage them to apologise to the person the bullying behaviours were aimed at and seek to improve the relationship.
- Seek to discover any underlying issues that may have contribute to behaviours seen
- Feedback to those experiencing bullying behaviours so they are clear on the help they will receive
- Monitoring (may involve use of Peer Supporters)

Medium Level - priority is to protect and provide support for those experiencing bullying behaviours, and then to seek to resolve the conflict. The following are a range of strategies:

- ABA 3 step response
- A social model approach
- Circle time
- Non sanction based approaches – all on anit-bullying alliance website https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying

- Support Group / Seven Steps Approach (No Blame Approach) if appropriate http://www.happychild.org.uk/acc/tpr/mem/0103nobl.htm

- Circle of Friends
- Shared Concern
- Mediation
- Conflict Resolution
- Restorative Justice

Whichever strategy is used, it is essential that the situation is monitored. As part of the monitoring strategy it is important to set targets and arrange for reviews to take place.

At this level we need to consider whether additional support work is needed with both those experiencing bullying behaviours and those displaying bullying behaviours, helping them to address issues such as:

- Self Esteem
- Resilience
- Assertiveness
- Anger Management

High Level - bullying incident is felt to be serious and so severe that it should be categorised as high level bullying. The reasons for this would be:

- Previous strategies have not prevented the person displaying bullying behaviours from continuing to do so
- Impact on victim
- Degree of imbalance of power between bully and victim
- The person displaying bullying behaviours shows no remorse for actions
- The person displaying bullying behaviours seems to be incapable of empathy
- Parents support the person displaying bullying behaviours in his/her behaviour

Need to decide to judge whether organisation has the capacity itself to resolve the situation, particularly whether it can meet the needs of the person experiencing bullying behaviours to ensure future safety.

It must also consider the needs of the person displaying bullying behaviours, and judge whether he/she is able to effect a change in behaviour without the support of an agency with staff trained to meet his/her needs. May need to refer those involved to relevant external support agencies.

In dealing with "high level" bullying incidents it is necessary to take action, acting within the Behaviour Policy and using those sanctions that are appropriate to match the severity of the behaviour. This may have to include exclusion, temporary or permanent.

Although such cases are rare it may be judged that the severity is such that it needs to involve the Police and/or Social Services if it is seen as a Child Protection case.

CHANGE BEHAVIOUR STRATEGIES

Aggressive Behaviour

Characteristics:

- low empathy/insensitive to feelings
- high self esteem: physically/emotionally strong
- enjoys dominance
- positive view of violence

Strategies:

- one to one listening : need to build trust/respect before seeking reflection on behaviour and effects
- develop empathy skills: recognise feelings
- learning to care for others (e.g. Peer Support)
- develop control/coping strategies
- use praise to reinforce positive behaviour
- encourage use of praise towards others

Anxious Behaviour

Characteristics:

- anxious: can be aggressive/provocative
- low self esteem
- insecure/friendless
- emotionally unstable

Strategies:

- therapeutic work may be necessary: work with family (e.g. Attachment Theory)
- one to one work: leading into small group work but must feel secure (e.g. Nurture Group)
- recognise positive qualities: rewards
- self esteem work
- structured play/activities with other children

Passive Behaviour

Characteristics:

- low self esteem
- easily dominated/led
- empathy for others feelings
- genuine guilt for actions

Strategies:

- small group work self-esteem/assertiveness/resilience work
- use support groups
- allow them to decide appropriate actions (e.g. Mediation / Conflict Resolution / Restorative Justice)

- set goals
- use of praise/rewards
- encourage involvement in activities

References

Publications / Resources:

- Incentive Plus
- Lucky Duck
- Jenny Mosley and Positive Press

One to One: Counselling

- British Association of Counsellors and Psychotherapists
- Positive Play (Derbyshire Project)
- Training: FE College / Relate

Nurture Group

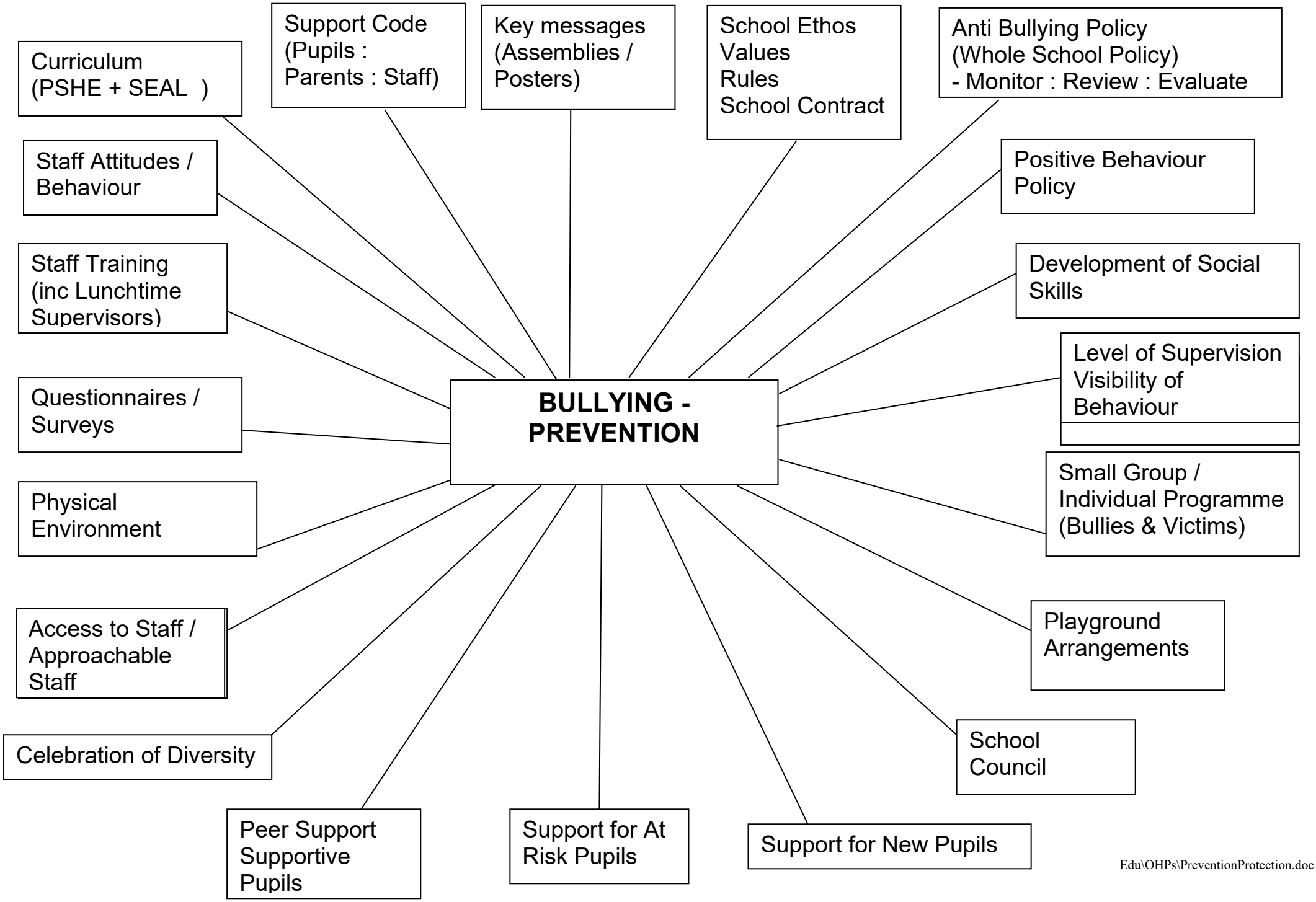
- Nurture Group Organisation
- Webster-Stratton Training (Incredible Years / Dinosaur School)

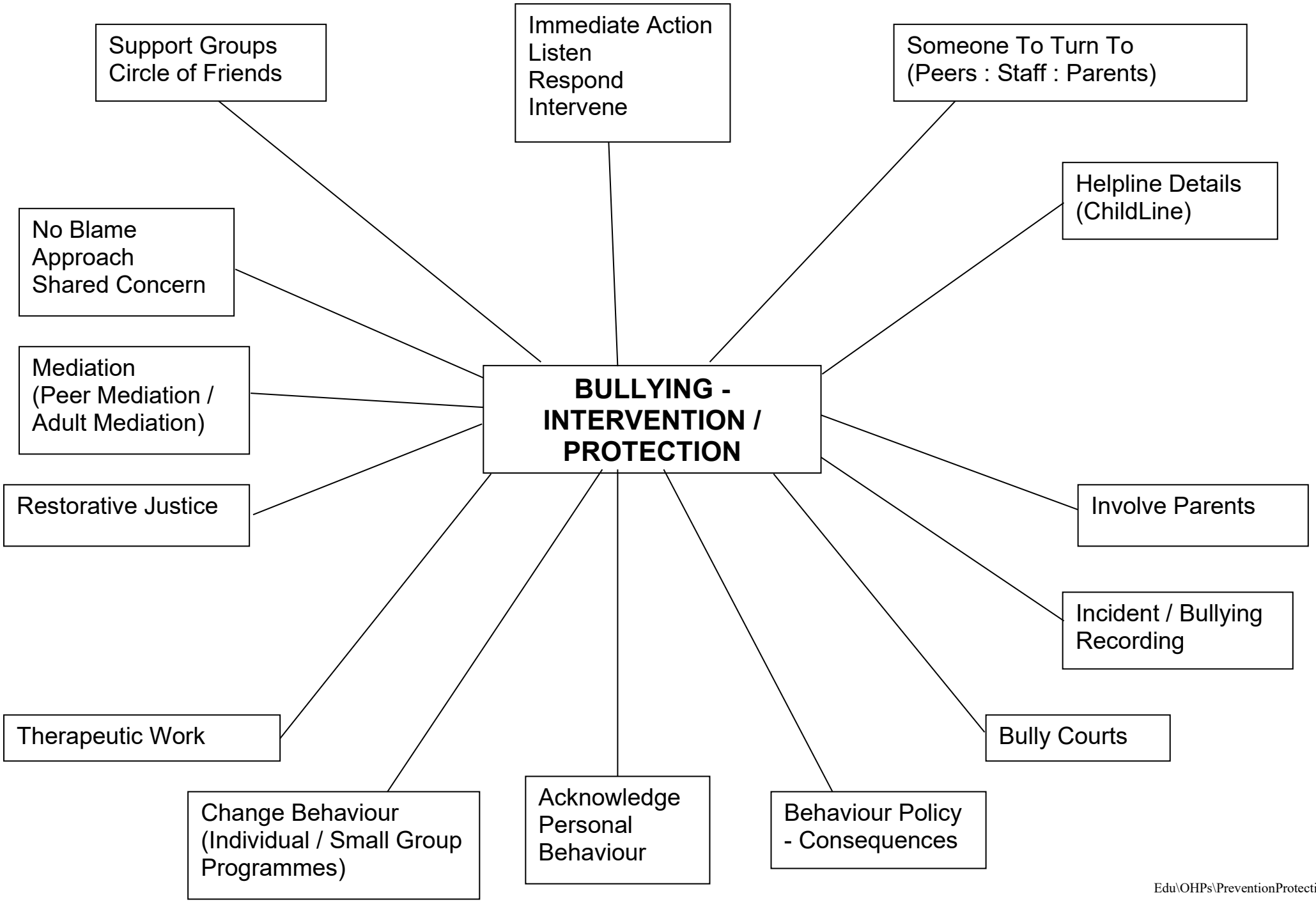
Emotional Skills

- Social and Emotional Aspects of Learning (SEAL)
- Small Group - Incentive Plus / Lucky Duck / Positive Press
- Circle Time

Behaviour Change - Theoretical Models :

- Attachment Theory
- Cognitive Behaviour Theory
- Solution Focus Theory


BULLYING - PREVENTION
Curriculum (PSHE + SEAL)
Support Code (Pupils : Parents : Staff)
Key messages (Assemblies / Posters)
School Ethos Values Rules School Contract
Anti Bullying Policy (Whole School Policy) - Monitor : Review : Evaluate
Staff Attitudes / Behaviour
Positive Behaviour Policy
Staff Training (inc Lunchtime Supervisors)
Development of Social Skills
Level of Supervision Visibility of Behaviour
Questionnaires / Surveys
Small Group / Individual Programme (Bullies & Victims)
Physical Environment
Playground Arrangements
Access to Staff / Approachable Staff
School Council
Celebration of Diversity
Peer Support Supportive Pupils
Support for At Risk Pupils
Support for New Pupils


Support Groups
Circle of Friends
Immediate Action
Listen
Respond
Intervene
Someone To Turn To
(Peers : Staff : Parents)
Helpline Details
(ChildLine)
No Blame
Approach
Shared Concern
Mediation
(Peer Mediation /
Adult Mediation)
BULLYING -
INTERVENTION /
PROTECTION
Restorative Justice
Involve Parents
Incident / Bullying
Recording
Therapeutic Work
Bully Courts
Change Behaviour
(Individual / Small Group
Programmes)
Acknowledge
Personal
Behaviour
Behaviour Policy
- Consequences