



Cawood Church of England Primary VA

Anti-bullying Policy (2020)

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PFTW – Perseverance, Friendship. Thankfulness and Wisdom
Stepping forward together.

5 ways to flourish – Living life to the full.
Take notice, Connect, Be active, Give, Keep learning.

Anti-bullying

Bullying is not tolerated at Cawood Church of England Primary School. Everyone is expected to ensure that it does not happen and has the responsibility to tell – this is not telling tales.

What is bullying?

'Bullying' is an emotive word. There are many definitions but they have three things in common:

- It is deliberate, hurtful behaviour.
- It is repeated, often over a period of time.
- It is difficult for those being bullied to defend themselves.

Bullying can take many forms but the three main types are:

- physical – hitting, kicking, taking belongings
- verbal – threats, name-calling, insulting comments, racial remarks
- indirect – spreading nasty stories about someone, excluding someone from social groups or using different forms of cyber bullying

However, if two pupils have an occasional quarrel, this is not bullying.

Why we must tackle bullying:

- bullying makes pupils unhappy

- pupils who are being bullied are unlikely to concentrate fully on their school work
- some pupils try to avoid being bullied by not wanting to go to school
- pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour
- we aim to maintain Cawood Church of England Primary School as a safe, happy, and, caring school, where everyone matters and everyone achieves. Therefore we take action against bullying.

How we tackle bullying

Cawood Church of England Primary School promotes values which reject bullying behaviour and encourage co-operative behaviour.

We include the issue of bullying in our curriculum, in our worship time, in our Personal, Social and Health Education and our SEAL programme. Staff encourage honest and direct discussion and explore ways of problem-solving in personal disagreements. We hold a whole school anti-bullying themed week during the national anti-bullying week which usually takes place in the third week of November.

Pupils are often reminded that they should tell staff if they feel they are being bullied and staff inform the headteacher. All incidents of bullying are fully investigated and if necessary a record is kept. Any bullying behaviour will be responded to promptly and consistently in line with our Behaviour Policy. It is therefore likely that incidents of bullying will be handled at step 4 where parents are informed and invited to talk about the behaviour with a senior leader.

Children need to be reassured that telling parents or teachers is the right thing to do. For further advice on dealing with bullying, please refer to the leaflet for parents and children titled, Bullying: Don't Suffer in Silence. This is available in school.



The role of staff

- Because bullying is unacceptable, all staff must take all forms of bullying seriously. Teachers, teaching assistants and other staff should communicate to children the message that hurting someone (physically or emotionally) is wrong and that bullying is unacceptable.
- If staff witness an act of bullying, they should investigate it themselves (and ensure a senior teacher is informed), or refer it to the Head directly.
- Staff must support the child being bullied. Time is spent with the child to restore the child's confidence, happiness and other aspects of health; other adults will monitor and restore the child's wellbeing through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- Staff must also aim to stop the problem: for the child who has bullied, the 'warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Some time is spent with the pupil who has bullied to explore reasons for his / her actions and demonstrating why his / her actions are unacceptable; other adults will be vigilant about monitoring the child's choices and wellbeing.
- Some restorative discussions between the victim and perpetrator, overseen by staff, are likely to take place.
- All teachers and teaching assistants should follow PSHCE (Personal, Social, Health and Citizenship Education) and Circle Time activities on a frequent, regular basis; many of these sessions should centre on bullying and how people can stop bullying if there are any signs of someone being bullied in school. On an annual basis, all classes will participate in the national Anti-Bullying Week.
- We strive to maintain a Christian and caring school based on the values of hope friendship and thankfulness, so making bullying less likely: when children feel they are important and belong to a Christian community, bullying is far less likely to exist.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy on bullying and establishing positive friendships.
- Parents / carers concerned about bullying should contact their child's class teacher or the Head straight away. They might be worried that their child is being bullied, but they should also contact school if they suspect their child may be bullying someone else.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any bullying. Any incidents of bullying will be taken very seriously and dealt with appropriately.
- It monitors incidents of bullying and reviews the effectiveness of this policy. It requires the Head to keep accurate records of all incidents of bullying and to report to the governors about the effectiveness of anti-bullying strategies.
- It will respond to any formal complaint from a parent / carer in line with our complaints procedure.

Appendix: Online bullying (also known as cyberbullying)

Definition

See: *Cyberbullying: Advice for headteachers and school staff (DfE, November 2014)*

"Cyber bullying is any form of bullying which takes place online or through smartphones and tablets. [It can occur on] social networking sites, messaging apps, gaming sites and chat rooms such as Facebook, Xbox Live, Instagram, YouTube, Snapchat and other chat rooms..."
(<http://www.bullying.co.uk/cyberbullying/> September, 2016)

How is online bullying different?

Bullying is bullying wherever and however it takes place. Online bullying is a method of bullying that uses ICT to upset, threaten or humiliate someone and has the following key characteristics:

- Online bullying can take place at any time, in any location; technology allows the user to bully anonymously
- Online bullying can occur on a vast and rapid scale
- Electronic content is very hard to control; it can never be guaranteed to be removed totally from circulation
- Bullies can take actions to attempt to be anonymous and can feel 'distanced' from the incident
- 'Bystanders' can easily become perpetrators
- The 'profile' of an online bully or a target varies – age / size is not an issue
- Online bullying incidents can be used as evidence
- Online bullying can occur unintentionally often due to a lack of awareness / empathy – 'It was only a joke'
- Online bullying leaves no physical scars so it is, perhaps, less evident to a parent or teacher, but it is highly intrusive and the hurt it caused can be very severe
- Young people are particularly adept at adapting to new technology, an area that can seem a closed world to adults; this can make it difficult for adults to recognise potential threats

At Cawood we take this bullying as seriously as all other types of bullying and, therefore, will deal with each situation individually. An episode may result in a simple verbal warning. It might result in a parental discussion. Clearly, more serious cases will result in further sanctions.

Key advice to pupils

Adapted from DCSF guidance (no longer available), the following points are taught to year 5 and year 6 pupils, especially when teaching about internet use:

- Always respect others – think about what you say online and what images you send / post
- Remember that anything you publish online can be made public very quickly and you will never be sure who may have seen it; once something is posted you lose control
- Treat your password like a toothbrush: never share it with anyone and only give your personal information like mobile phone number or email address to trusted friends
- Learn how to block or report online bullies or anyone behaving badly!
- Don't retaliate or reply
- Save the evidence – text messages, online conversation, pictures etc
- If you're worried, always make sure you tell an adult you trust or contact someone like Childline, the service provider eg website, mobile phone company, school or police
- If you see online bullying take place then support the victim and report the bullying

Key advice for parents / carers

- :
- Be alert to your child being upset after using the internet / phone – they may be secretive, change relationships with friends
 - Talk to your child and understand how they are using the internet and their phone
 - Use safety tools and parental controls – if you're not sure how, contact your service provider. Please note tools are not always 100% effective
 - Remind your child not to retaliate
 - Keep any evidence of online bullying – emails, online conversations, texts etc
 - Report the online bullying
 - Contact the school so that we can understand how the child may be feeling and take any appropriate action
 - Contact the service provider eg website, phone company etc
 - If the online bullying is serious and a potential crime has been committed, consider contacting the police

There's plenty of online advice on how to react to online bullying eg www.kidscape.org.uk has some useful tips.

Appendix: Hate incidents

At Cawood we take hate incidents very seriously. We follow the guidance set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014) and the North Yorkshire guidance which is included as a separate document. This document sets out the legal definition of a hate incident:

“any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate”

Hate incidents may be based upon various protected characteristics. In a primary school, the most common might be homophobic / sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity.

Hate incidents can consist of: verbal abuse or insults eg detrimental comments, abusive language and 'jokes', insulting gestures, abusive telephone calls, offensive messages. The following table presents some (not all) examples of unacceptable behaviour; the incidents are presented in the context of racism and homophobia, but similar incidents might occur stemming from some other prejudice or hate eg gender or disability.

Racist behaviour can include:

- physical assault because of colour and / or ethnicity
- derogatory name-calling, insults and racist jokes
- racist graffiti
- provocative behaviour eg wearing racist badges / insignia
- bringing racist materials eg leaflets, magazines into school
- verbal abuse / threats
- incitement of others to behave in a racist way (whether or not the ethnic group are aware or not)
- racist comments in the course of lessons

Homophobic behaviour can include:

- physical assault because of sexual orientation or perceived sexual orientation
- derogatory name-calling, insults and jokes
- homophobic graffiti
- provocative behaviour eg walking / talking in a deliberately exaggerated effeminate or masculine way
- bringing homophobic materials eg leaflets, magazines into school
- verbal abuse / threats
- incitement of others to behave in a homophobic way
- homophobic comments including misuse of terms eg 'That pencil case is so gay'

- ridicule of cultural differences eg food, music, dress etc
- refusal to cooperate with other people because of their colour and / or ethnicity
- ridicule of differences eg likes and dislikes
- refusal to cooperate with other people because of their sexual orientation

Aims and objectives

We want our school to be a safe and secure environment where everyone can learn and flourish irrespective of their sexual orientation, race / ethnicity (including caste), religion / belief, disability / SEN, and gender identity, or other protected characteristic. It is not possible to achieve this if anyone faces prejudice or hostility. This is wrong. We therefore do all we can to prevent it by sustaining a Christian, happy and healthy whole school ethos in which equality of opportunity is fundamental.

We want to:

- make our school safe and welcoming for all pupils, parents, staff
- sustain an environment in which prejudicial / hate-based assumptions, attitudes and behaviour are challenged
- sustain a Christian environment in which we all recognise and celebrate our similarities and our differences
- provide a curriculum which incorporates the Christian values and emphasises the positive aspects of community cohesion, where people respect and celebrate other people, their differences and their similarities
- give all pupils, parents and staff the confidence that racism, homophobia or other prejudice can and must be eradicated
- ensure staff are always aware of implicit racism, homophobia or other prejudice and issues surrounding the use of correct terminology, customs, language etc
- ensure staff directly intervene when they are aware of hate incidents

The role of children

- All pupils should know that racism, homophobia and other types of bullying / prejudicial behaviour is wrong.
- Pupils should tell any adult (school staff or parent / carer) if they know of any incidents in our school. If incidents persist, they must keep on letting people know.
- Pupils should tell us their honest views about school in regular feedback eg weekly Circle Time or PSHCE sessions, School Council meetings, informal conversations with staff. These views can be specifically about racism, homophobia and other types of bullying / prejudicial behaviour but may also be about how safe and welcome they feel at school.

The role of staff

- All staff must take hate incidents seriously; they must aim to ensure racism, homophobia and other types of bullying / prejudicial attitudes and behaviour are seen as unacceptable. Teachers and teaching assistants should communicate to all children, other staff and to parents the message that such attitudes and behaviour is wrong and unacceptable at school and in society.
- All hate incidents will be dealt with no matter how trivial they may seem to be.
- If staff are aware of hate incidents, they should refer it to the Headteacher.
- Adults must fully support the victim of a hate incident. Time is spent to restore the victim's confidence, happiness and other aspects of health. Other adults will monitor and restore the child's wellbeing through checks, smiles and other 'signs' that they are being looked after and are safe. The child's parents / carers will be consulted.
- They must also aim to stop the problem. For the child who has demonstrated racist, homophobic or other bullying / prejudicial behaviour, the 'warnings' consequences are put in place (including informing parents / carers); there is also the possibility of some form of exclusion. Time is spent with the perpetrator to explore attitudes and reasons and to make

clear that his / her actions are unacceptable. Other adults will be vigilant about monitoring the child's choices and well-being.

- Teachers and teaching assistants should follow PSHE (Personal, Social and Health Education) and Circle Time activities on a frequent, regular basis; these sessions and other teaching should not shy away from discussing racism, homophobia or other bullying / prejudicial behaviour, how unacceptable it is and how people can stop it if there are any signs. We aim to promote Christian values and the development of the individual to make a positive contribution to the school and the wider society.

The role of senior leaders

- The senior members of staff ensure all principles and roles set out are implemented.
- The senior staff follow all principles and roles set out for teachers and other staff (above).
- In particular, this includes ensuring that everyone in school knows that racism, homophobia and other bullying / prejudicial behaviour is wrong and unacceptable. This is on a regular basis and may also stem from any signs of racism. Worship time and assemblies are used to communicate this to children.
- In the case of serious incidents, an assessment must be carried out to find out whether the whole school community must be informed ie whether teachers must explain circumstances to pupils in order to reduce distortion and backlash and whether parents / carers should be informed. Serious incidents are reported to the local authority and possibly to the police.
- The Headteacher reports to the Governing Body about the effectiveness of the policy on request.
- The Headteacher has overall responsibility for dealing with hate incidents and recording the action taken; he reports to the local authority.

The role of parents / carers

- Parents / carers have the responsibility of supporting this entire policy
- Parents / carers concerned about racism should contact their child's class teacher or the Headteacher immediately. They might be worried that their child is being bullied. If they are dissatisfied with the response, they should contact the Headteacher. If they remain unhappy then they should follow our complaints procedure by putting a formal complaint to the Governing Body.

The role of governors

- The Governing Body supports the school in all principles and roles set out here. It does not condone any prejudicial behaviour. Any hate incidents will be taken very seriously and dealt with appropriately.
- It monitors hate incidents and reviews the effectiveness of this policy. It requires the Headteacher to keep an accurate record of all incidents and to report to the governors about the effectiveness of strategies to prevent and to respond to incidents.
- It will respond to any formal complaint from a parent / carer in line with the complaints procedure.

Support

It is recognised that victims of any type of hate incident may be fearful of the consequences of reporting an incident. However, systems and procedures are robust and staff, leadership and governors will respond in a Christian, positive and thorough way. Victims will receive immediate help from an appropriate member of staff in order to reduce the effect of shock and avoid / reduce longer-term distress.

a) Racism

Like bullying, racism can exist in any school.

Racist behaviour is any hostile or offensive act or expression by a person of one racial / ethnic origin against a person / group of another racial / ethnic origin. It can also be any incitement to act

or express themselves in such a manner that would interfere with the peace and comfort of a person / group, regardless of whether that person / group is present or not. (See list of examples in this section's overview, above.)

b) Homophobia

We regard homophobia in the same way as racism: it is a form of bullying or harassment and it is unacceptable.

Homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign it involves passive resentment of LGB men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour. **Homophobic behaviour** can start in the early years of primary school, when children may misuse words such as 'gay' as a generic insult or term of abuse. Comments that question others' masculinity or femininity – as well as those that refer directly to sexuality – are also frequent and damaging. (See list of examples in this section's overview, above.)

c) Transphobia

Similarly, we regard transphobia as a form of bullying or harassment and it is unacceptable in our school. We are committed to acting on it seriously.

A transgender person feels that their external appearance (*sex*) does not match up with the way they feel internally about their gender identity. A Female to Male (*F2M*) person will have the external appearance or body of a female and identify their gender as male; a Male to Female (*M2F*) person will have the external appearance or body of a male and identify their gender as female. The word transgender is sometimes used interchangeably with the term *gender-variant* but usually has a narrower meaning and different connotations than gender variant, including non-identification with the gender assigned at birth. Children and students that experience or show gender variance may or may not be transsexual, as some will not retain their gender variance following puberty because gender variance can be fluid.

Transphobia is a dislike or fear of someone who is or may be transgender. Transgender people are often the subject of prejudice and the target of bullying because of their 'difference'. This can be compounded by a lack of understanding and clear explanations, which in turn can generate confusion causing people to revert to learned negative gender stereotyping. Transphobic behaviour may be directed to the actual transgender person, a friend or supporter, or anyone that may be perceived to be transgender (whether they are or not).

Transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice or hate eg racist and homophobic incidents.

Appendix: Early Years

In the Early Years, we have rules, but the policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships in the context of working together with staff, children, parents, carers and governors, with the common purpose of helping everyone to learn. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The role of the adult

The role of staff is to explain, model and ensure all the children understand the expectations of the setting with regard to behaviour. The Key Person has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues which may arise with individual children.

Managing Behaviour

In all cases, staff use praise and encouragement to reward good behaviour such as kindness, turn-taking and willingness to share. Positive behaviour is praised, rewarded and discussed with the children. Praise and encouragement may be used to reward good behaviour such as honesty, kindness or sharing and for adhering to our school rainbow rules.

Our Rainbow Rules in a Nutshell

1. We are kind.
2. We listen.
3. We look after everything.
4. We do as adults ask.
5. We always try our best.

Children are encouraged to develop awareness of safety by not running indoors, and to be careful and considerate in their general behaviour. Children and adults are required to speak politely to each other, with staff acting as role models with regard to courtesy, care, good manners and friendliness. Respect for property is to be fostered, and children encouraged to take care of books, toys and games and to help to tidy resources away.

Behaviour strategies

Children display a range of behaviours at this age, most of which are to be expected for their age and in particular in a new environment. Staff may be expected to deal with behaviour, such as inappropriate shouting out, having a tantrum, snatching and walking away at tidy up time etc. Sometimes it is necessary to employ strategies to redirect or correct negative behaviour. The main strategy in the majority of such cases is to redirect the child to a different activity and encourage positive behaviour.

Low key interventions may include:

- Using a positive statement eg: if you want to run around you can go outside
- Explaining any concerns eg: if you lean back on your chair you may fall over
- Giving choices
- Allowing time to reflect

The following strategy is used for conflict resolution:

- approach calmly
- acknowledge feelings
- gather information
- listen
- take turns restating the problem
- discuss and implement a solution: How can we solve the problem? What can we do to make it better (give two choices such eg 'We can take turns or play together.')
- give praise for resolving the problem
- be prepared to follow up

Children who have hurt another child (by action or words) may need time to calm down and regain control in a quiet place (2-4 minutes). Staff must ensure that the child is safe and supervised at all times. When appropriate, staff will kindly and firmly make clear that such behaviour is unacceptable and help the child to understand the impact of his/her actions upon others.

Staff will discuss any concerns with parents/carers in an attempt to understand and identify any possible causes of negative behaviour.

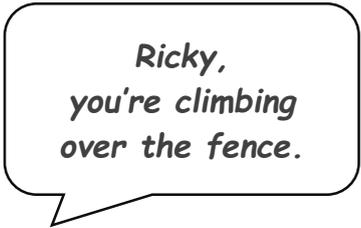
The majority of our children are very well behaved, and help make our school a happy place to be. Children learn how to behave, just as they learn everything else, and by setting a good example, giving rewards and firm boundaries, we hope they will continue to learn to behave well throughout their time at our school

Appendix: The Language of Choice – 3 Steps to Success

The following will support staff to fulfil their role around positive relationships and behaviour management.

Try to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.

1. Statement of reality (tell them what you see)



*Ricky,
you're climbing
over the fence.*

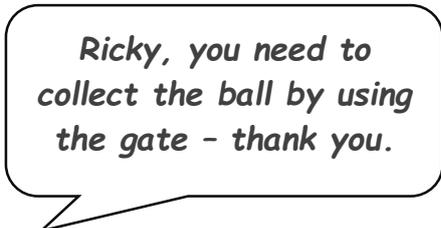
Never ask a child **why** they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

2. Describe the behaviour you want to see, ending the statement with a thank you

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.



*Ricky, you need to
collect the ball by using
the gate - thank you.*

3. Statement of choice

Ricky, if you choose to continue to climb over the fence then you're not following an instruction. In our school, we follow instructions - it's one of our school rules. It's your choice.

If they still not do as you have **instructed** you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

*Well done, Ricky
- you made a
good choice.*

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly state the rule eg 'In our school, we keep hands and feet to ourselves' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Relationships and Behaviour: racist, homophobic, harassment and other serious incidents (confidential)

Significant behaviour incidents must be recorded. These include all hate incidents (see below). This applies to incidents amongst children and / or adults: child-child, adult-child, child-adult, adult-adult. Use the form below and pass to the Headteacher.

We follow the guidance set out in **Hate incident reporting guidance for schools** (Leeds Anti-Social Behaviour Team, 2014), which sets out the legal definition of a hate incident:

"any incident, which may or may not constitute a criminal offence, which is perceived by the victim or any other person, as being motivated by prejudice or hate"

Hate incidents may be based upon the protected characteristics (listed below). Serious / hate incidents can consist of verbal abuse or insults; abusive language and "jokes" relating to race, religion, disability / learning difficulties, sexual orientation, gender identity; insulting gestures, abusive telephone calls, offensive messages.

Victim(s) (if applicable eg graffiti may not have 'victim')		Perpretator(s)			
Name of person / people:		Name of person / people:			
Date, time and place of incident (ie of observed behaviour / discussion / disclosure):					
Description of incident / concern (record incident as factually as possible; continue overleaf if necessary):					
Person completing form (signature notes that this is a true and accurate record, date)					
Seen by Headteacher? (initial, date)					
Action Taken		By whom	Outcome		
Protected characteristic: type: (circle one)	age	disability	gender re-assignment	pregnancy and maternity	marriage and civil partnership
	race (or caste)	religion or belief	sex	sexual orientation	other ie not hate incident

For further guidance, refer to the documentation attached to this policy:

North Yorkshire guidelines for dealing with and reporting prejudice based incidents and hate crimes in schools and settings

Appendix 2:
Dealing with prejudice based comments or incidents in schools
1: A Guide to Good Practice