



Anti-Bullying Policy

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Policy Author:	Andrew Simmons – Head of Pupil Development & Enrichment
Ratified by:	Alfred Foglio – Chair of the Board of Directors
Outcome:	The purpose of the plan is to: Ensure that all children and young people can live and learn in environments which are free from bullying, and where mutual respect for others thrives as children and young people learn to develop and maintain positive relationships.

EQUALITY AND DIVERSITY STATEMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school

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Monitoring and Review

This document will be subject to continuous monitoring, refinement, and audit by the Headteacher. This document was reviewed and agreed by the Board of Governors in February 2021 and if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements, or best practice guidelines so require, prior to February 2022, the policy will be reviewed accordingly.

Legal Status

Complies with The Education (Independent School Standards) (England) Regulations currently in force.

Prepared with reference to: [Preventing and Tackling Bullying \(July 2017\)](#), [Cyberbullying: Advice for Principals and school staff \(DfE- November 2014\)](#), [Advice for parents and carers on cyberbullying \(DfE- November 2014\)](#) and [School support for children and young people who are bullied \(DfE- March 2014\)](#), [Section 89 of the Education and Inspections Act 2006](#), [Keeping Children Safe in Education \(DfE: update 2021\)](#)

Has regard to the [Equality Act 2010](#) and the [Public Sector Equality Duty Approaches to Preventing and Tackling Bullying \(Case Studies\)GSR: 2018](#).

Designated Member of Staff responsible for Anti-Bullying

The Member of Staff with overall responsibility for Anti-bullying in the whole school is Andrew Simmons, who also has oversight of Pastoral Care at the school including Behaviour Management.

Aims and Objectives

Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment, where pupils are able to learn and fulfil their potential in a relaxed and secure atmosphere. We aim to be a TELLING and transparent school. This means that anyone who knows that bullying is happening is expected to tell an adult. Every year, in addition to everyday school practice and Pupil Voice Surveys, the school will have an antibullying week to raise the profile of bullying.

At Yarrow Heights School we seek to create a culture in which bullying of any kind, either against pupils or adults is not accepted by any member of the school. Our school community is based upon respect, good manners, and fair play. We are committed to providing a safe and caring environment that is free from disruption, physical threats, verbal taunts,

violence, victimisation, and any form of harassment so that every one of our pupils can develop their full potential. We are therefore strongly committed to the avoidance of bullying in all its forms. We provide a clear framework for dealing with incidents of bullying, ensuring that bullies are dealt with swiftly and firmly.

Pupils who are bullying need to be helped to understand how their actions affect others and to learn different ways of behaving towards them. Our straightforward procedures make it easy to report bullying, including cyber bullying, and bullying and bullying outside of school. The impact of bullying on individual children is also monitored to ensure that a holistic picture is maintained between different aspects of school provision such as teaching, and health care.

We expect our pupils to treat members of staff with courtesy and co-operation so that they can learn in a relaxed, but orderly, atmosphere. All pupils should care for and support each other. Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Yarrow Heights School in maintaining high standards of behaviour. It is essential that school and home has consistent expectations of behaviour and that they co-operate closely together. This policy is available to parents of pupils and prospective pupils on request and for perusal in the school office during the school day. It is also provided to staff prior to their commencing duties at Yarrow Heights School.

Bullying – Child Protection Related Issues

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether it is deemed a child protection concern. Even where safeguarding is not considered to be an issue. The school may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

What is bullying? Definition of Bullying

Bullying can be defined as 'behaviour by an individual or group, that intentionally hurts another pupil or group physically or emotionally and is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer – it may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email). It might be motivated by actual differences between children, or perceived differences.'

Stopping violence and ensuring immediate physical safety is our school's priority, but emotional bullying can be more damaging than physical; the school will make judgements about each specific case. Bullying also 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.

Low-level disruption and the use of offensive language can have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Yarrow Heights School ensures early intervention to help set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. *Keeping Children Safe in Education* (updated 2021) defines bullying as a form of abuse, 'peer abuse'.

Bullying can be:

Emotional (indirect bullying) including isolation of others by a refusal to co-operate with them and exclusion - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), deliberately excluding from social groups or an activity by refusal to sit next to/ talk to/ work/ co-operate with others and refusal to follow staff instructions to do the above, or malicious rumours, e-mails or text messages, and also exclusion from play/discussions etc. with those whom they believe to be their friends.

Physical harm or its threat including the abuse of personal property – jostling, serious fighting, pushing, kicking, hitting, taking, or hiding belongings, punching or any use of violence; deliberately destroying or damaging work or possessions or removing personal property, use of weapons/threatened use of weapon (or any object which could be used as a weapon), intimidation through physical gestures and actions.

Cyber – not occurring face to face but rather through electronic means including, but not limited to, social networking sites, internet and intranet sites, email, instant messaging, by mobile phone including through text messages, sexting and phone calls, photographs both real and manipulated and so on. For more details of this see the specific ICT-Based forms of abuse (including Cyber Bullying) Policy. Therefore, we consider online safety as part of both safeguarding and anti-bullying arrangements. This includes active management of hardware, software and connectivity and the vigilance of teachers and parents have a part to play in the safeguarding and protection of pupils.

Misuse of associated technology - i.e., cameras, gaming, photoshopping and video facilities.

Racist - Bullying directed at individuals of a certain race, culture, ethnicity, language, faith, community, national origin, or national status. The distinctive feature of racist bullying is that the victim is attacked not as an individual but as the representative of a family, community, or group such as racial taunts, graffiti and gestures. This is an area where schools are required to keep statistics about incidents.

Cultural – focusing on and/or playing off perceived cultural differences and so on.

Sexist – covers a wide range of behaviour from name calling to physical sexual assault. It is the use of sexual language or negative stereotyping based on gender.

Sexual - is unwanted or inappropriate physical contact, sexually abusive comments, or sexual innuendo.

Homophobic - This is bullying, which is directed towards people who are openly gay, bisexual, or perceived as gay. Heterosexual and transgender young people subject to homophobic bullying are less reluctant to report it as this may enforce the stereotypical way that they are already viewed by others, so sensitivity and positive support is required for victims.

Religious – Attacking faith, belief, religious practice or custom.

Special Educational Needs and Disability – remarking upon, drawing attention to, or discriminating against persons with physical disabilities or learning difficulties or other identified special educational needs such as social, emotional, mental health (SEMH) needs and Specific Learning Difficulties (SLD) - (Dyslexia, Dyscalculia and Dyspraxia).

Verbal - name-calling, sarcasm, spreading rumours, making snide comments, teasing, humiliating others, threatening others, inciting others to humiliate and threaten others and

Written – spreading rumours, writing, or printing unkind or malicious on paper.

Bullying can take place between pupil and pupil, staff and staff and staff and pupil. We consider the pastoral care of the staff and children to be of prime importance. In class this role largely rests with the class teacher. It is school policy that any misdemeanour will be dealt with by the member of staff present when it occurs, whether in the playground, classroom, cloakroom, or any part of the school. We also avoid and are alert to initiation and other ceremonies for our pupils, which may amount to potential bullying and/or peer-to-peer abuse. If the school becomes aware of any such instances, these will be dealt with under our Peer-on-Peer Abuse Policy. A common code of behaviour is expected from everyone in the school (see Behaviour Policy). All staff and volunteers at Yarrow Height School are expected to treat each other with a professional level of respect.

E-safety - bullying Preventative Measures

In accordance with legislative requirements, we have a whole school approach to e-safety. This includes annual update training for staff regarding e-safety. The school also organises annually an awareness session for parents with regards to e-safety. We expect all pupils to adhere to the safe use of the internet as detailed in our ICT-Based Forms of Abuse (including Cyber-Bullying) Policy. It is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or

information which is false and known or believed to be false by the sender. If our staff consider that an offence may have been committed, we will seek assistance from the police.

The Risks of Bullying to the Victims: Why is it important to respond to bullying?

Bullying can occur through several types of anti-social behaviour. A feature of bullying in schools is that its existence is not always immediately known or suspected by those in authority. The school recognises the seriousness of both physical and emotional bullying in causing psychological damage and even lead to suicide. Although bullying itself is not a specific criminal act in the UK, some types of harassing or threatening behaviour or communications could be a criminal offence; for example, under the Protection from Harassment Act 1997, the malicious Communications Act 1988, the Communications Act 2003, and the public order Act 1986. If our staff consider that an offence may have been committed, we will seek assistance from the police. We recognise that *any person* who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

As part of our Positive Behaviour Management Policy, the School believes that all children and adults have the right to live in a supportive, caring, and safe environment without the fear of being bullied. Bullying can occur through several types of anti-social behaviour. We treat bullying, including allegations of bullying, very seriously. It conflicts sharply with the school's policy on equal opportunities, as well as with its social and moral principles. Bullying can be so serious that it causes psychological damage, eating disorders, self-harm and even suicide.

Signs of Bullying and Staff Awareness

The term 'bullying' is commonly associated with acts of violence, but non-physical bullying is experienced by most pupils at some period. All staff must be alert to the signs of bullying. These may include:

Unwillingness and reluctance to return to school, displays of excessive anxiety, becoming withdrawn or unusually quiet with signs of distress and low esteem, a change in established habits (e.g., giving up music lessons)

failure to produce work, or unusually bad work, or work that appears to have been copied, interfered with, or spoilt by others, excuses for work not done and books, bags and other belongings suddenly go missing, or are damaged.

psychological damage, unexplained tearfulness; and diminished levels of self-confidence.

frequently complaining of symptoms such as stomach pains, headaches and so on or a pattern of minor illnesses and health problems, unexplained cuts and bruises, health problems, frequent absences, erratic attendance, and late arrivals to class along with excuses for work not done.

choosing the company of adults.

missing property, being afraid to use the internet or mobile phone, nervousness and jumpy when a cyber-message is received

asking for extra pocket money or starts stealing money (to pay bully)

displaying repressed body language and poor eye contact, difficulty in sleeping, experiences nightmares.

talking of suicide or running away.

verbal taunts and pupils sitting on their own and pupils left out of activity groups during lessons or play activities and gives improbable excuses for any of the above.

Although there may be other causes for some of the above symptoms, a repetition of, or a combination of these possible signs of bullying should be investigated by parents and teachers. Staff are particularly proactive in responding to bullying based on protected characteristics. It should always be acknowledged that on rare occasions some children set themselves up as victims, and the reasons for this should be thoroughly investigated and appropriate support given.

Yarrow Heights School Anti-Bullying Policy is dove-tailed with the Behaviour Management Policy (with support for the victim and the bully) and makes it clear what the sanctions are for bullying. At Yarrow Heights School We implement disciplinary sanctions which reflect the seriousness of an incident and convey a deterrent effect. If necessary strong sanctions, such as exclusion, would be used in cases of severe and persistent bullying. It is incumbent on Yarrow Heights School to have clear policies which are communicated to parents, pupils, and staff, along with creating an environment of good behaviour and respect, with helpful examples set by staff and older pupils. Integral to our policy is involving parents and making sure pupils are clear about the part they can play to prevent bullying, including when they find themselves as bystanders. Handling of a bullying incident is given much thought to ensure that the facts are fully known, agreed, and understood by the bully/ies and the victim(s). Bullying instances are reported and recorded so that patterns can be identified.

Strategies

Prevention – Children: We build resilience in pupils to protect themselves and their peers through education and information using aspects of Personal, Social, Health, Education (PSHE) and citizenship, assemblies, projects, drama, literature, with discussions of differences between people and the importance of avoiding prejudice-based language. We also, within our curriculum, social stories, and drawings about bullying, making up role-plays, use historical events, current affairs and so on, to highlight the essential anti-bullying messages and maintain awareness of potential problems, striving to prevent any form of bullying through education. 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. Yarrow Heights School also teaches children that using any prejudice-based language is unacceptable.

Children are encouraged to share their concerns with the adults responsible for them. All children (including our youngest pupils) are briefed thoroughly on the school's expected standards of behaviour. Our culture of respect extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest. We ensure pupil success is celebrated amongst both pupils and staff.

Prevention – Staff: All staff are given guidance on the school's anti-bullying policy and in how to react to the allegations of bullying in their first week at Yarrow Heights School. They are required to read the school's policy a part of their induction. We aim to use appropriate assemblies to explain the school policy on bullying. Our PSHE teaching is structured to give pupils an awareness of their social and moral responsibilities as they progress through the school.

Experienced staff give support and guidance to other staff on handling and reporting incidents, and on the follow-up work with both victims and bullies. Inset sessions are held to highlight current initiatives and practices. Staff are always on duty at times when pupils are not in class and will patrol the school site, particularly areas where bullying might occur. Staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

Staff Training: We raise awareness of staff through training, so that the principles of the anti-bullying policy are understood, legal responsibilities are known, action is defined to resolve and prevent problems and sources of support are available. Where appropriate we can invest in specialised skills to understand the needs of the pupils, including those with special educational needs and disabilities, and lesbian, gay, bisexual, and transgender (LGBT) pupils.

12. Procedures for dealing with reported bullying

The procedures we follow make it easy to report bullying, including cyber-bullying and bullying outside school and records are kept evaluating the effectiveness of the approach adopted or to enable patterns to be identified. *Members of staff to whom disclosures are made or who first discovers the situation should initiate the following procedures themselves and/or consult with the relevant staff as appropriate.*

Control the situation, reassure, and support the pupils involved.

Inform the Headteacher as soon as possible. All reported or suspected instances of bullying should also be reported to the Designated Safeguarding Lead.

explain the range of disciplinary measures that are potentially involved.

The victim will be interviewed on his/her own and a verbatim account of events will be written down on a school incident form and signed and dated.

The incident should be recorded before it is given to the Headteacher who is responsible for keeping all records of bullying and other serious disciplinary offences, securely locked in the filing cabinet in the headteacher's desk.

The Headteacher will inform the teachers of both the bully/bullies and the victim(s) as soon as possible.

The victim will be interviewed at a later stage by a member of staff separately from the alleged perpetrator. It will be made clear to him/her why revenge is inappropriate. He/she will be offered support to develop a strategy to help him or herself.

The alleged bully will be interviewed at a later stage by a member of staff, separately from the victim, and it will be made clear why the child's behaviour was inappropriate and caused distress. He/she will be offered guidance on modifying the pupils' behaviour, together with any appropriate disciplinary sanctions as set out in the school's behaviour management policy.

The parent/ guardians of all parties should be involved and invited into school to discuss the matter. Their support should be sought.

A way forward, including disciplinary sanctions and counselling should be agreed.

The School Behaviour/Anti-bullying Policies are central to the school's stance against bullying.

Yarrow Heights School recognises that the bullying of staff, whether by pupils, parents, or colleagues, is unacceptable. In the event of bullying taking place among the staff, the Headteacher should be informed, and appropriate decisions made with possible reference to the external visitor if necessary. Accusations of bullying of a child (children) by members of staff will also be thoroughly investigated.

Where there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, staff should discuss with the school's Designated Safeguarding Lead and report their concerns to their local authority children's social care and work with them to take appropriate action. However, external support can be given to pupils whether it is deemed a child protection concern. Even where safeguarding is not considered to be an issue, Yarrow Heights School may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

13. Preventing an environment which is hostile to those with protected characteristic

The school is alert to practices, behaviours and interactions which may create or allow a hostile environment for pupils with protected characteristics and will intervene through appropriate action, such as disciplinary and/or educative action as the situation requires,

with a view to creating a positive, inclusive culture in which every pupil can feel valued and flourish. This may entail addressing not only negative behaviours but also addressing a lack of positive behaviours and proactively dismantling a hostile environment. Examples of good practice include addressing issues of unconscious bias by the staff body through formal training to help ensure that those with protected characteristics are fully included in the life of the school; routinely considering the equality aspect of policies when they are initiated or reviewed; reviewing the adequacy of their arrangements for listening to children (hearing the pupils' voice). We regularly review our educational content to ensure that it is appropriate and where it raises controversial topics, these are dealt with sensitively and in context to the situation or period.

14. Bullying which occurs outside school premises

Staff at Yarrow Heights School have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 direct that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their 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. While school staff members have the power to discipline pupils for bullying that occurs outside school, they will only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

15. The Procedures for Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in various pupil questionnaires. We have a worry box out in the hallway where children can post messages if they wish to tell a member of staff something but do not want to initially talk directly to an adult. This box is opened daily, and the writing passed onto the class teacher or adult that the child has named they would like to share their worries with. This is discussed termly at an assembly for all children.

For children who are being bullied - Remember bullies thrive on silence

If you are being bullied, tell someone, preferably a trusted adult.

If you can, write down everything that has been said or done to hurt you. Be careful only to write down things that have really happened. Do not blame yourself – it is not your fault.

Make friends or stay around others. If worried, stay near a playground supervisor or at break.

Expensive items and large sums of money should be left at home.

Try not to show you are upset. Try to ignore it at the time of the incident - stay calm - walk away to safety.

For children who see someone being bullied

If you see someone being bullied or in distress ACT. Watching or doing nothing can suggest support of the bully.

Tell an adult immediately. Try to be a friend to the person who is being bullied.

Ask if they feel they can talk to someone. If they won't talk to someone and you are worried about them, go to a trusted adult.

Never join in with a bully – physically, verbally or by isolating another child.

For children who are using bullying behaviour

Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others.

Even if you think that bullying is just a laugh, children who are bullied and those who care for them, feel very scared and/or upset.

If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.

A bully doesn't have many true friends.

Change your bullying behaviour straightaway and become a 'hero' not a 'baddie'.

Speak to an adult about your bullying behaviour.

16. Involvement of Parents (including clear policies communicated to parents)

We have clear policies communicated to parents, pupils, and staff to create a helpful environment of integrity and respect. This will be achieved through staff members communicating with parents regularly and setting a good example for the pupils. The school will involve parents to ensure they are clear the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. We want parents to feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.

Parents have a responsibility to:

Support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Contact their child's class teacher immediately if they are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying.

Contact the Headteacher if they are not satisfied that their concerns have not been dealt with appropriately. Parents will be asked to come into a meeting to discuss the problem.

Allow the school to resolve the problem with the bully/ies and their parents.

Encourage their child to behave responsibly and punctually on entering and leaving the school site. The school strongly urges parents not to incite their child to defend themselves using inappropriate language or behaviour.

Be aware that bullies have often been victims themselves.

In the case of cyber bullying, e.g., messages through social media apps, emails & texts, pupils should be encouraged to keep a record of the date and time of any offensive message(s), save it, and bring it to the Headteacher.

Action should then be taken about each of the following:

Advice and support for the victim is in accordance with the school's behaviour management policy.

Sanctions imposed will be relative to the age of the child. These are recorded on the Bullying Incident Report Form. The bully must understand what they have done and why the sanctions are being applied.

Support for the bully is in accordance with the school's behaviour management policy.

Giving general information to all staff, through staff briefing and staff meetings, of incidents of bullying, mentioning the type of incident and the individuals involved.

The above process and sanctions should impress on the person instigating any act of bullying that:

their action is totally unacceptable; it is meant as a deterrent to enabling repeat behaviour and

it is a signal to other members of the community that bullying is not tolerate

17. Appreciating the Seriousness of Bullying

Everybody has the right to be treated with respect. Bullying children need to learn different ways of behaving. The school has a responsibility to respond promptly and effectively to issues of bullying. Children who bully must face sanctions, which are outlined in our Behaviour Policy. The sanctions might include apologising to the victim or, in extreme circumstances, exclusion.

18. Classroom Management:

Teachers' classroom management will link strongly to the School Behaviour Policy. This includes a positive ethos with emphasis on the dignity of each pupil, on praise and reward, rather than punishment. The skills of self-discipline must be learnt early in life. All pupils will know that their teacher is the person to whom they can talk in confidence. Pupils will be given the opportunity in class to discuss bullying and how to deal with it. Pupils will be encouraged to discuss how they get on with others and how to form positive attitudes towards them. This includes a review of what friendship really is and how to treat everyone with dignity and respect. Teachers will be aware that they can radically affect the incidence of bullying and that it must always be taken seriously.

19. Playground Management

The staff on duty should be patrolling the playground areas and constantly monitoring the behaviour of pupils. In the case of minor misbehaviour – a pupil will be given the chance to apologise to the victim – this may stop the situation getting out of hand. The supervisors on duty will report bullying to the Headteacher, who in turn will act in accordance with the agreed policy.

20. Sanctions

Yarrow Heights School will apply disciplinary measures to pupils who bully to show clearly that their behaviour is wrong. Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and considering the needs of vulnerable pupils. The school will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves. Sanctions for bullying may include withdrawal from favoured activities or loss of playtimes. If bullying persists, the parents of the perpetrator and victim are called to discuss the situation separately with the Headteacher. In rare cases, children who consistently bully may be excluded.

21. Support for Pupils who are bullied

Yarrow Heights School recognises its responsibility to support children who are bullied and make appropriate provision for a child's needs. The nature and level of support will depend on the individual circumstances and the level of need and staff will consider this before support is given. These can include a quiet word from a teacher that knows the pupil well, asking the pastoral team to provide support, providing formal counselling, engaging with parents, referring to local authority children's services, completing a referral form or referring to Child and Adolescent Mental Health Services (CAMHS). In some circumstances, the consequences of bullying may lead to a child or young person experiencing pronounced social, emotional, or mental health difficulties. Yarrow Heights School will ensure appropriate provision for a child's short-term needs is made, including setting out what actions the school is taking when bullying has had a serious impact on a child's ability to

learn. If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then the school will consider whether the child will benefit from being assessed for SEN.

22. Vulnerable pupils

Bullying can happen to all children and young people, and it can affect their social, mental, and emotional health. School staff will support all pupils who are bullied. This means being alert to the effect any form of bullying can have and being especially alert to where it may have a severe impact. Evidence suggests pupils that are badly bullied in school are more likely to be bullied out of school, for instance either on their way to or from school or through cyberbullying. Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care that are frequently on the move may also be vulnerable because they are always the newcomer. These young people are often the same young people who might need greater support to deal with the impact of bullying, for example those who are going through a personal or family crisis. In addition, children with special educational needs or disabilities can often lack the social or communication skills to report such incidents and our staff are alert to the potential bullying this group faces and that their mechanisms for reporting are accessible to all.

There will also be a range of other local or individual factors that result in some children being more vulnerable to bullying and its impact than others. Being aware of this helps us to develop strategies to prevent bullying from happening. It will also help the school be alert to those children who may be severely affected when it does occur. The impact of bullying can be severe because of the nature and extent of the bullying or because it is combined with other factors such as those mentioned above that also affect the social, mental, and emotional health of the pupil.

23. Recording of Bullying Incidents

All incidents of bullying will be recorded, so that any patterns can be identified. We distinguish in our records for any incidents of bullying which are based on protected characteristics. This enables us to monitor our success in meeting other standards such as instilling values of tolerance and respect and actively promoting the well-being of our pupils.

24. External Agencies and the Wider Community

The school works with the wider community such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed. We also work with other agencies and the wider community to tackle bullying that is happening outside school.

25. Related Documents

Anti-Bullying Pupils Information Sheets

The School Rules, what to do if you are Worried

Positive Behaviour Management Policy (including Sanctions, Rewards, and Exclusions)

Single Equalities Policy (equality and diversity including equal opportunities and racial harassment)

Safeguarding - Child Protection Policy and Procedures (including Preventing Extremism and Radicalisation)

E-Safety Policy including ICT Acceptable Use and ICT-Based Forms of Abuse (including Cyber-Bullying)

Personal, Social, Health, Economic Education (PSHEE) and Citizenship and

Spiritual, Moral, Social and Cultural (SMSC) Development.

Bullying in any form will not be tolerated. We are a *'TELLING SCHOOL'*. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff, and the school. Any kind of bullying is unacceptable.