



TYNDALE PRIMARY

Anti-Bullying Policy

Date Agreed by Governors: 11/5/2021

Review Date: 16/07/2021



Purpose

- **All** members of Tyndale Primary School and the local school community have the right to attend, learn and work **free from intimidation and fear**.

In line with our Behaviour and Rewards Policy, the purpose of our Anti-Bullying Policy is:

- To ensure that all stakeholders are aware of the **unapologetic** high expectations at Tyndale Primary School.
- To ensure consistent expectations of good conduct, self-discipline, and respect **in all areas of the school and when wearing our school uniform off site**.
- To ensure that teachers and pupils exercise their **rights** to teach and learn, in a safe environment.
- To give every pupil to **best chance of success** in all aspects of their school life.
- To ensure all pupils and staff feel **safe and happy** in school all day, every day.

“No child has the right to disrupt the learning of others. Teachers will have disruption free classrooms in which they can teach, and pupils will have disruption free classrooms in which they can learn.”

“No child has the right to disrupt the break/lunchtime of others. Pupils and staff will have disruption free break/lunchtimes in which they feel safe.”

Principles

In line with our Behaviour and Rewards Policy:

- We believe that all pupils and staff have the right to always feel safe in school without undue disruption or harassment. There should be **mutual respect** between staff and pupils and between each other.
- Subsequently, all **visitors** to the school should always feel safe and free from the effects of poor behaviour and in all parts of the school.
- We are an **inclusive** school who has a **zero tolerance to discrimination of any sort**. We have a clear, comprehensive, age-appropriate Anti-Bullying Policy, understood by all, which partners this Behaviour Policy.
- Our legal duties (under the Equality Act 2010) are detailed in the Safeguarding Policy and made known to all staff. Measures to protect pupils from bullying and discrimination because of **gender, race, ability, sexual orientation, or background** are also detailed in the Safeguarding Policy and regularly monitored for their effective implementation.

Zero Tolerance of Discrimination at Tyndale Primary

- The Headteacher holds the responsibility to **eliminate discrimination, harassment, victimisation**, and other conduct that is prohibited by the Equality Act.
- Where there is evidence of discrimination because of **gender, race, ability, sexual orientation, or background**, an exclusion will be issued.
- This exclusion will be in accordance with guidance from the DfE ‘Exclusion from maintained schools, academies and pupil referral units in England (September 2017), which can be found [here](#).



- **Parents and carers** are expected to support this policy understand their role in **working in partnership** with Tyndale Primary to ensure their children behave responsibly during their time at school, in the local community and in preparation for their life at secondary school.

Defining 'Bullying'

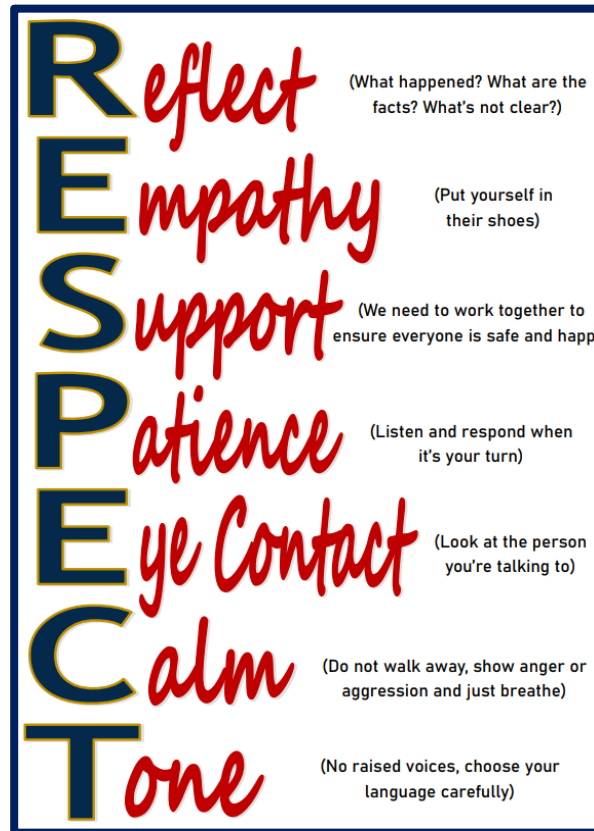
- Bullying is defined as a behaviour which **intentionally and persistently** results in unkind actions towards another person or group of people.
- This could be either **verbally, physically or virtually (online)**, which is sustained **over a period of time**.
- It is classified as a campaign intended to **intimidate, taunt, or humiliate** an individual or group.
- Bullying **is not defined** as a one-off incident.

Bullying may include persistent occurrences of:

- Physical Violence
- The threat of physical violence
- Damage to personal property
- Cyber bullying (online)
- Verbal taunts or insults about the individual or that individual's family and home life
- Insulting comments about someone's race, religion, culture, gender, sexuality or beliefs
- Mocking the beliefs and values of an individual or religious or social group
- Taunting about physical characteristics
- Taunting about an individual's desire to learn or their abilities
- Deliberately passing on comments about an individual
- Deliberately making a situation between individuals or groups worse by comments, inaccurate comments and inaccurate accounts of events or actions
- Deliberately undermining the work and efforts of an individual or group
- Deliberate isolation of an individual or group
- Intimidation of an individual by comment, gesture or look

Respect

- At Tyndale Primary, we value the importance of **respect for all**.
- The following poster **underpins** our Anti-Bullying Policy and will be referred to when a member of Tyndale Primary (pupil, parent, staff member or member of the community) is not being treated with respect:



Procedures

Bullying can take place anywhere and is complex and often carried out subtly. Therefore, Tyndale Primary will ensure that:

1. Any member of the staff of the school who **suspects, or witnesses** bullying will **inform** a member of staff at the first opportunity.
2. The member of staff should complete a **record of concern** on the day of the incident.
3. If the incident involves a breach of the Equalities Policy and there is evidence of discrimination because of **gender, race, ability, sexual orientation, or background**, a zero-tolerance approach will be taken and dealt with by the Headteacher.
4. Any action taken by the school will be consistent with the **Tyndale Primary Behaviour and Rewards Policy**.
5. The Anti-Bullying Policy is part of the teaching to stop bullying and will be supported by work in PSHE.
6. In weekly PSHE lessons, there will be a constant reference to being a good friend, the importance of kindness and what to do if someone is unkind to you.

Data Analysis

- We closely **analyse** behaviour data and meet weekly as a Senior Leadership Team to discuss this data.
- Any behaviour that has occurred which has been **classified as being unkind**, is investigated to highlight patterns which could represent a larger picture **sustained over a period time**.

No Contact Required

- We enforce a 'no contact required' rule at Tyndale. Where there is a breach of this, the Behaviour and Rewards Policy will be applied, where serious breaches of this 'no contact' rule are made, fixed term exclusions may be issued.

Worry Boxes

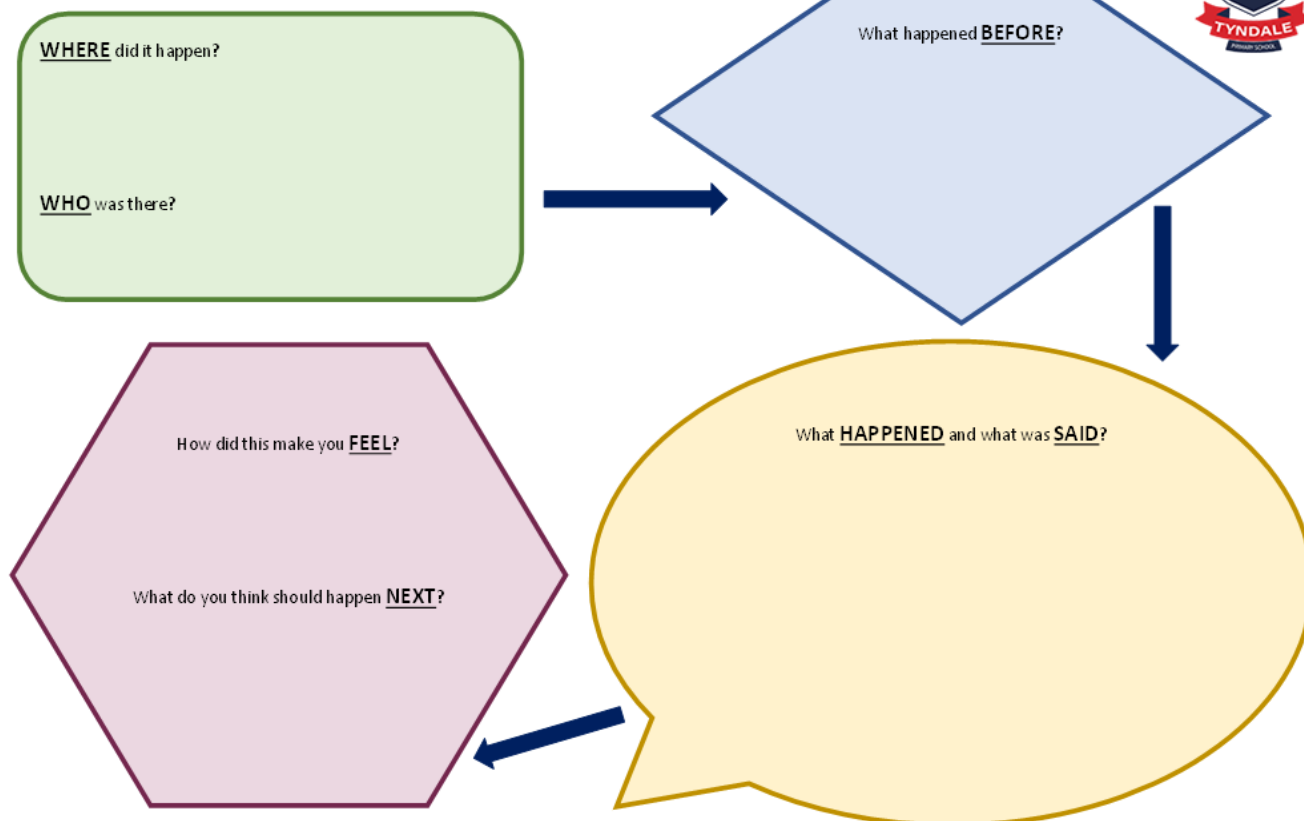
- Each classroom has a 'worry box' that all pupils are aware of.
- Anything posted in this box which could represent more **subtle behaviours** occurring more discretely towards an individual or group of individuals is investigated in line with the procedures above.

Pupil Voice

- It is vital that pupils are given opportunity to give **their version of events, in their words**, and for their reports to be taken seriously and to be dealt with in a timely manner.
- Therefore, we have a 'Pupil Voice' procedure whereby, when an adult is unclear about the version of events reported, pupils from both parties are asked to write their version of events on the resource (below).
- This forms the basis of a **conflict resolution** and can sometimes be used as evidence to support a wider picture of suspected bullying being dealt with in line with the **Behaviour and Rewards Policy**.

Pupil Voice Sheet

Name: _____



The diagram illustrates the Pupil Voice procedure flow. It starts with a green rounded rectangle containing the questions: "WHERE did it happen?" and "WHO was there?". An arrow points from this box to a blue diamond containing the question: "What happened BEFORE?". From the diamond, an arrow points down to a yellow speech bubble containing the question: "What HAPPENED and what was SAID?". Finally, an arrow points from the speech bubble to a purple hexagon containing the questions: "How did this make you FEEL?" and "What do you think should happen NEXT?". A small Tyndale Learning Trust logo is positioned in the top right corner of the diagram area.