Tannery Drift
First School

Enjoyment – Achievement – Respect

Positive Behaviour and Anti-Bullying Policy

Last Review Date:
October 2026

Next Review Date:
October 2028

Artsmark Gold Award
Awarded by Arts Council England

www.tannerydrift.herts.sch.uk

Positive Behaviour and Anti-Bullying Policy

1. Introduction

At Tannery Drift First School we believe that all pupils have a right to learn in a supportive, caring and safe environment without the fear of being bullied. We promote good behaviour choices and mutual respect. It is made clear to all staff, pupils and visitors that bullying is a form of anti-social behaviour and that it is a choice. It is wrong and will not be tolerated. An emphasis is put on reinforcing positive behaviour and a strong school ethos is built around our school 'Golden Rules' which are clearly displayed throughout the school.

We are a 'Telling School' where children are given the clear message that unkind, hurtful or bullying behaviour is not to be tolerated by anyone, and that if this behaviour is observed action must be taken to report it. Everyone is responsible together to make sure that we do not allow this type of behaviour to occur.

2. What is bullying behaviour?

While there is no single definition of bullying, the Department for Education provides the following guidance:

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.' (Preventing and Tackling Bullying, DfE 2017).

Most definitions include the following dimensions:

- The behaviour is intended to cause distress
- The behaviour is repeated
- There is an imbalance of power between the perpetrator of bullying and the target

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. We give a clear message at Tannery Drift First School that those who observe bullying or unkindness have a duty to report it, so that they are not helping it to continue by their lack of action. See Appendix 1 for further factors to help determine if incident constitutes bullying.

3. Bullying behaviour

Bullying behaviour includes:

- Physical: hitting, kicking, spitting, pushing, pinching, throwing stones, or any other forms of violence.

- Verbal: name calling, swearing, spreading rumours, threats, teasing. This may be directed towards gender, ethnic origin, physical/social disability, personality, etc.
- Emotional: being unfriendly, excluding, tormenting, ridicule and humiliation.
- Cyber-bullying: texting, emailing, social networking.
- Damage to property, or theft: pupils may have their property damaged or stolen.
- 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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.
- Sometimes children who show the above behaviour may have special educational needs or specific difficulties. Whilst these do not excuse the behaviour, and clear consequences and guidelines will be followed, it may be that the child is not fully in control of their actions and will need additional support.

4. What will the school do if bullying is suspected or reported?

The following is a list of actions available to staff depending on the perceived seriousness of the situation. If bullying is suspected/reported:

- A CPOMS (Child Protection Online Management System) log will be completed by the member of staff who observed or had the incident reported to them, within 24 hours. If necessary, this will be completed jointly with the child's class teacher.
- The Headteacher will be informed.
- A member of staff will talk to and listen to the wronged child, and any witnesses, making sure that the children feel safe to talk.
- The member of staff will talk to the child involved in the bullying behaviour about what has happened, to discover why they became involved. They will make it clear that bullying behaviour is not tolerated at Tannery Drift First School.
- The problem will be identified as far as possible and possible solutions agreed.
- A restorative approach or sanctions from the behaviour policy will be applied depending on nature of the incident and if it was a first occurrence or repeated incident (see Behaviour Policy).
- Parents/carers of both the bullied and bullying child will be informed on all matters identified as bullying in an appropriate manner which may include: class teacher informing verbally, letter, phone call, meeting with senior staff or Headteacher.
- If the situation is not resolved, then the Headteacher, working with the Class Teacher and/or Inclusion Coordinator (INCo) where relevant, will intervene and a behaviour plan may be written.
- All incidents of bullying will be recorded as such on CPOMS; these will be reviewed termly by the Headteacher or person nominated by the Headteacher in order to determine any patterns, effectiveness of policies and actions needed.

4.1 Action to be taken to support the victim:

- Environmental changes will be made if necessary – classroom, playground etc. to ensure that child feels more secure. This may include, for example, seating, grouping and coat peg position.
- Staff must communicate with other staff and record, where relevant, any incidents or concerns on CPOMS.
- The situation will continue to be monitored by all staff to ensure no repetition. Children will be observed at break times, lunchtimes and in the classroom. Any follow-up findings will be recorded on CPOMS.
- Key friends identified by the child will be asked to help support. This will look different depending on the scenario, it may, for example, take the form of sitting together at lunchtimes.
- The child will nominate an adult in school whom they trust and feel they can talk to.
- The child and all others involved as witnesses will be made aware of the importance of immediate reporting of any further incidents.
- Parents/carers will be invited into school so that action taken can be shared.
- The INCo and the class teacher will work together to assess whether the child needs support in the development of social skills – e.g. assertiveness, language skills.

4.2 Action to be taken to support the bully (type and method of support will depend on individual needs, age and maturity of the child):

- The first step to resolution for the bully is aimed at educating the bully to help them change their behaviour. Where appropriate Tannery Drift First School will first use a restorative approach to respond to the bullying behaviour with the aims of the bully accepting responsibility for the harm caused, recognising the need to repair the damage, and agreeing to actions to repair the damage such as: offering an apology (written or verbal), making reparation in some form for damage or loss.
- It may be suggested that the children involved meet with the support of their class teachers in order to discuss the bullying from the victim's point of view.
- It will be made clear to the child that their behaviour is unacceptable because of the effect that it is having on the other child.
- The child may be asked what they hoped to gain by their behaviour – if their answer indicates that a need is not being met, then this will be addressed through discussion with parents/carers.
- The child will be reminded that they are responsible for their behaviour choices and there are consequences for negative behaviour choices.
- Sanctions for behaviour may include the removal of breaks, loss of playtime during which time the child may reflect upon their actions, and other sanctions as detailed in the school behaviour policy – parents/carers will be informed which sanctions will be used wherever possible.
- Following the implementation of a behaviour plan, if the behaviour persists, then outside

agency support may be requested to address the needs of the child, after consultation with parents/carers.

5. What can children do if they are being bullied?

- Tell someone that they can trust – it can be a teacher, a teaching assistant, a member of the lunchtime team, a parent, a friend, or a relative. Generally it is best to tell an adult they trust straight away. They will get immediate support.
- Tell themselves that they do not deserve to be bullied and that it is wrong.
- Stay with a group of friends/people. Bullies usually pick on individuals.

6. Tannery Drift First School is a telling school – What can children do if they know someone is being bullied?

- Take action! Watching and doing nothing looks as if they are on the side of the bully.
- If they feel they cannot get involved, they should tell an adult immediately. Teachers will deal with the bully without getting them into trouble.
- Do not take part in bullying behaviour or support someone who is being a bully.

7. Role of parents and carers

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, please inform school. Your complaint will be taken seriously and appropriate action will follow.
- If you feel your child has been bullied by another child, please do not approach that child or the child's parent on the playground, please inform school immediately.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you have concerns that your child may be bullying someone, contact the school to talk about it. By working openly and honestly together we can support both your child, and the victim of the bullying.

8. Prevention

At Tannery Drift First School we believe that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and safe environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school

adopts, a whole school approach to reduce bullying including:

- Implementing a whole school approach to the teaching of PSHE which includes friendships, bullying, conflicts.
- Internet safety is an integral part of the Computing curriculum and termly e-safety newsletters are shared with parents/carers.
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy.
- Implementing peer support systems such as buddies and play leaders.
- Providing a friendship/nurture club during lunch along with an area near the first aid midday supervisor to draw and play quietly.
- Providing opportunities to celebrate effective anti-bullying work (Anti- Bullying Week).
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors.
- An ethos which encourages 'telling' and reporting unkind behaviour.

9. Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Act Against Bullying	0845 230 2560	www.actagainstbullying.org
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully		www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Bullying Online	020 7378 1446	www.bullying.co.uk
Childline (helpline for children)	0800 1111	www.childline.org.uk
Kidscape	020 7730 3300 (General enquiry number) 08451 205 204 (Helpline for adults only)	www.kidscape.org.uk
NSPCC	0207 825 2500	www.nspcc.org.uk
Family Lives	0808 800 2222	www.familylives.org.uk

Appendix 1

Factors to help determine if incident constitutes bullying

Incident was bullying (all 3 amber warnings confirmed):

- ☐ Hurt has been deliberately/knowingly caused (physically or emotionally)
- ☐ It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group on repeated occasions
- ☐ Involves an imbalance of power:
  - target feels s/he cannot defend her/himself, or
  - perpetrator(s) exploiting their power (size, age, popularity, coolness, abusive language, labelling/name-calling, etc.)

Incident was not bullying on this occasion because it was:

- ☐ the first hurtful incident between these children
- ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
- ☐ falling out between friends after a quarrel, disagreement or misunderstanding as a one-off incident related to a recent event
- ☐ conflict that got out of hand (should not happen again)
- ☐ hurt was caused without intention or awareness (should be monitored and children informed of need to be mindful of each other)
- ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
- ☐ Other

Tannery Drift
First School

Tannery Drift - Royston - Hertfordshire - SG8 5DE

01763 246549 admin@tannerydrift.herts.sch.uk
www.tannerydrift.herts.sch.uk

Enjoyment – Achievement – Respect