

Bricknell Primary School



Anti-Bullying Policy

Date Policy Reviewed: May 2016

Date Approved by Governors: June 2016

POLICY FOR ANTI-BULLYING

This policy should be read alongside these related school policies. The Child Protection Policy, Whistleblowing Policy, e-Safety Policy and Behaviour Policy.

Vision Statement

At Bricknell Primary School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extra-curricular provision, will nurture curiosity, inspire a love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody.

Equal Opportunities Statement

At Bricknell we do not discriminate against any child or adult on the grounds of race, disability, gender, age, gender reassignment, pregnancy, maternity, religion or belief, sex or sexual orientation. We embrace the individuality of all our community members and comply fully with The Equality Act 2010.

Aims

- To provide all children, staff and parents with a safe, secure and happy environment where quality relationships are important and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
- To take positive action to prevent bullying from occurring and dealing with any instances quickly, efficiently and sensitively
- To keep both pupils and parents/guardians informed of the school's expectations for behaviour and develop and foster an effective working partnership between school and home.
- That all governors, teaching and non-teaching staff, pupils, parents and other stakeholders have a clear understanding of what bullying is and how to deal with it effectively if it occurs.

What is bullying?

Definition

The definition of Bullying as defined in the DFE "Preventing and Tackling Bullying (2014) is:

"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 or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted 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."

This can include:

- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).
- **Physical:** pushing, kicking, hitting, punching or any use of violence.
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments.
- **Homophobic:** because of, or focussing on the issue of sexuality.
- **Verbal:** name-calling, sarcasm, spreading rumours,
- **Cyber (online):** all areas of the internet, such as email and internet chat room misuse, bullying via messaging and photo apps, mobile threats by text messaging and calls, misuse of associated technology, i.e. camera and video facilities.

Bullying is **not** falling out with friends or choosing to play with other children.

At Bricknell Primary School staff, parents and children work together to create a happy, caring, learning environment where positive relationships are developed and valued. **Bullying, either verbal, physical, online (cyberbullying) or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively.**

It is the responsibility of everyone in school to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Consequently, the governors are actively involved in reviewing and revising this policy and monitoring behaviour and preventing bullying.

Types of bullying

Specific bullying relationships (DCSF “Safe to Learn”) are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblowing Policy

Bullying can take place in the classroom, on the playground, in the toilets, on the journey to and from school, on residential visits and online.

Bricknell Primary School describes the forms of bullying in terms of how the bullying is carried out in the following terms:

a) **Direct**

- Physical
- Verbal
- Non-Verbal

b) **Indirect** – Cyberbullying (see E-safety Policy and Supporting Material)

Physical Bullying

This is probably the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

Verbal Bullying

Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals.

Indirect/Social Bullying

Indirect bullying is when derogatory terms are used to abuse someone. It can also be alienating someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity can be a sign of social bullying.

Cyberbullying

Definition taken from the DFE publication “Preventing and Tackling Bullying (2014):

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Online bullying involves the use of online platforms to humiliate, persecute or make derogatory comments about a victim. This can include the posting of photographs or videos, making fun of the

victim, posting comments about a victim on social media sites or sharing personal information about a victim online.

Signs of Bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, less willing to talk, generally seeming in a much less happy mood than normal, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration. However, some victims of bullying do not appear to reveal any outward signs. These signs can also be an indication of other problems and may not always be linked to bullying.

It is important to make sure that paths are kept open for the victim to speak if they need to and when they are ready.

Staff are trained every two years in the different types of bullying and for the signs to look out for.

Reporting Incidents in and out of School

Bullying can be brought to the attention of staff by the victim(s), their friend(s), their parent(s) or other stakeholders. Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

The school curriculum reinforces the message to all children, that bullying in any form is unacceptable and must be reported to an adult. All staff are involved in the monitoring and reporting of bullying.

Bullying behaviour is never ignored and it is the responsibility of **all** members of the school community to act on incidents of bullying on and off the school premises including journeys to and from school.

Bullying that occurs outside of school, and is reported to a member of staff, within reason, should be investigated in the same way as that which occurs in school. This includes all forms of bullying, including bullying online. Parents are always informed and are key in supporting the victims of bullying and in the education of those who have bullied.

Further guidance for dealing with incidents of poor behaviour that occur outside of school can be found in ***Behaviour and discipline in schools – advice for headteachers and school staff (2016)***.

All incidents of alleged bullying are thoroughly investigated, logged on SIMs and reported to parents. **Where bullying makes reference to a ‘protected characteristic’ this must be logged on SIMS. Parents of both parties should be informed, especially if there is an allegation of racist language.**

Prevention of bullying

At Bricknell we use a range of prevention strategies to support our positive behaviour ethos. These include the curriculum, both lessons in classrooms and assemblies. The SMSC curriculum, PSHE lessons and curriculum enhancement activities such as visiting theatre companies, support the ethos of anti-bullying. The school curriculum celebrates the rich diversity of our world and of the British values of celebrating diversity and tolerance. National Anti-Bullying week is given a key focus in school and activities done in all year groups reinforce the message that bullying will not be tolerated. Bullying is discussed regularly by staff in the classroom, ensuring that the children are reminded what bullying is, what to do if you are being bullied and how we can be vigilant to ensure bullying does not happen at Bricknell.

The school behaviour policy and systems of rewards and sanctions, promote positive behaviour and the valuing of the differences between people - see Behaviour Policy.

Staff log any incidents relating to child welfare in their welfare logs, changing patterns in behaviour can sometimes indicate bullying.

A team of staff monitor all behaviour across the school and investigate and analyse any incidents of alleged bullying. Part of their role is to ensure that all children feel safe and secure whilst they are at school and on the journey to and from school. Meetings with the School Council allow the opinions and views of the children to be sought and acted upon.

Strategies for dealing with bullying

The following is a list of actions to be followed by staff, depending on the individual circumstances of a situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

All perceived cases of bullying will be thoroughly investigated. All incidents will be logged on SIMs and followed up by staff. Parents will be contacted and kept informed about investigations, outcomes and resolutions.

If a report is made, either by a child who has been a victim, or by other children, staff have a duty to listen, believe and act. All staff must ensure that they prioritise cases of alleged bullying, appreciating that it is not always easy for a child to make such disclosures.

Staff should explain that they will need to make notes to ensure that details are correct and that they cannot make any promises about information not going any further – it is our duty to act on what is said to prevent it continuing.

Staff should record the details of all the children involved, what their involvement was and whether parents have been informed or involved.

An investigation must take place. Staff should refer all incidents of alleged bullying to either the Behaviour Support Worker (I Hutchings), the Behaviour leads (N Waites/H Porter) or any member of the SLT. It will be decided who should lead the investigation and what follow up needs to occur.

Parents will be informed at all stages of the investigation.

Depending on the outcome of the investigation, a suitable sanction and resolution will be sought. This will often depend on whether the bullying is admitted to, denied or whether there are other factors that need consideration. Again, all aspects will be discussed with parents throughout.

In agreement with parents, help and advice may be sought from the school nurse, the school counsellor, the emotional wellbeing worker, the Whitehouse, etc. The police or PCSOs may be involved if deemed appropriate.

If the bullying has occurred online, the e-Safety Coordinator must be informed.

Continued monitoring and support should take place to ensure that the bullying has stopped and that the victim has sufficient support to move forward. Steps should be put in place to support the bully, addressing any underlying issues and helping them to move forward and address their behaviour.

Remember: Listen, Believe, Act.

In order to identify incidents of bullying and the identities of bullies, at Bricknell Primary School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils.
- All staff listen, believe, act.
- Staff are especially vigilant to pupils who may be more at risk or vulnerable.
- All pupils should be encouraged to use Circle Time or Worry Cards to share any concerns that they may have or that they have witnessed.
- Incidents of bullying must be logged on SIMs and concerns raised with the Emotional Wellbeing Worker, Behaviour Support Worker or any member of the SLT.
- Transition Programme for Year 6 pupils identified as vulnerable or at risk.

Roles and Responsibilities

Governing Body

The governing body is responsible for the Anti-Bullying Policy, and for ensuring that it is regularly monitored and reviewed. The governing body will:

- Support the Headteacher and the staff in the implementation of this policy.
- Be fully informed on matters concerning anti-bullying.
- Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy.
- Appoint a member of the governing body to have a specific responsibility for bullying.

Headteacher

The Headteacher is responsible for implementing the Anti- Bullying Policy and will ensure that:

- Bullying is addressed as an issue in the curriculum.
- All staff receive training that addresses bullying behaviour.
- The governing body is regularly provided with information regarding issues concerning behaviour management including bullying.
- A senior staff member is appointed to be responsible for the monitoring of the policy and anti-bullying strategies.

Staff

Staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of personal safety and wellbeing in school.

All members of staff will:

- Be good role models for the children.
- Provide children with a framework of behaviour including class rules which support the school policy.
- Behave in a respectful, caring manner to create a positive atmosphere.
- Promote an open and safe culture in which children feel safe to share their worries.
- Always be aware and take action when there are concerns about bullying.
- Report and record all allegations of bullying following the school's policy.

Parents/Carers

We expect that parents/carers will understand and be engaged in everything that is being done to make sure their child enjoys and is safe at school and that they will support us in helping us meet our aims.

We urge parents to contact the school if they have any concerns regarding their child, or any other child who they think may be a victim of bullying.

Pupils

We expect that pupils:

- Will support the Headteacher and staff in the implementation of the policy.
- Will not bully anyone else, or encourage and support bullying by others.
- Will tell an adult if they are being bullied, usually either a member of staff or parent.
- Will act to prevent and stop bullying, usually this is through telling an adult if they know or suspect that someone else is being bullied.

Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.

Key staff members

Hannah Porter

Assistant Headteacher /Teacher with responsibility for behaviour and anti-bullying.

Nicola Waites

Assistant Headteacher /Teacher with responsibility for behaviour, anti-bullying and safeguarding

Lorraine Hollas

Emotional Wellbeing Worker

Isobel Hutchings

Behaviour Support Worker

Links

Anti Bullying Alliance – www.anti-bullyingalliance.org.uk

NSPCC – www.nspcc.org.uk

Childline – www.childline.org.uk

Kidscape – www.kidscape.org.uk

Flowchart for staff – what to do if a child tells you (or someone else does) that they are being bullied.

