



## ANTI BULLYING POLICY March 2018

### 1. Introduction

#### 1.1

DfE guidance defines bullying as: 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..

#### 1.2 Bullying can be:

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 focusing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet, such as email and internet chat room misuse, mobile threats by text messaging and calls, misuse of associated technology, e.g. camera and video facilities.

### 2. Aims and objectives

2.1 Bullying is wrong and damages individual children and the school community. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and through creating a culture where it is safe to report.

2.2 As a school, we aim to provide a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying in our diverse school community.

2.3 This policy promotes and supports a consistent school response to any bullying incidents that may occur.

2.4 We make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

2.5 As a school we take bullying seriously. Pupils and parents will be supported when bullying is reported.

### 3 The Role of Governors

3.1 The Governing Body supports the Head Teacher and Senior Leadership Team in all attempts to eliminate bullying from our school. The Governing Body does not condone any bullying in our school and ensures that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

3.2 The Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Head Teacher is required to report to the governors on request about the effectiveness of school anti-bullying strategies.

3.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can follow the school complaints procedures, which will include the Governing Body.

## 4 The Role of the Head Teacher

- 4.1 It is the responsibility of the Head Teacher to implement the school anti-bullying strategy so that all staff (teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying.
- 4.2 The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school.
- 4.3 The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 4.4 The Head Teacher sets the school culture of mutual support and praise for success, therefore making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

## 5 The Role of the Teacher and Support Staff

- 5.1 All staff at Brackenbury Primary School take all forms of bullying seriously, and seek to prevent it from taking place.
- 5.2 Class teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. If teachers witness an act of bullying, they will either investigate it themselves or refer it to SLT. Staff report all bullying to the Senior Leadership Team and inform them of their progress. Teachers and support staff do all they can to support the child who is being bullied including liaison with parents.
- 5.3 Any adult who witnesses an act of bullying should ensure that senior members of staff are informed so that appropriate action may be taken.
- 5.4 Staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use circle times, drama, role-play, stories etc., within the formal curriculum (e.g. PSHE, SEAL), to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. Assemblies and visitors are also used to reinforce these messages, e.g. Anti Bullying theatre and workshop providers.
- 5.5 When dealing with incidents of bullying at Brackenbury Primary School, we try when appropriate to empower victims of bullying by allowing them to discuss how they would like the incident to be dealt with. Some children like to talk to the bully with a teacher present. Others prefer a teacher to deal directly with the bullies. Children may wish teachers to monitor the situation. All staff follow the Restorative Approaches model.
- 5.6 The school works closely with external agencies to support families and children when necessary.

## 6 Preventative Measures

- 6.1 All staff and pupils are made aware of the school's policy and procedures for dealing with bullying.
- 6.2 The school uses Restorative Approaches (RA) in a consistent manner. All staff have received training in how to use the Restorative Approach when dealing with incidents of bullying or unacceptable behaviour.
- 6.3 A team of RA leaders is selected from children in Upper Key Stage 2, who act as positive behaviour role models and are trained in the RA approach to conflict resolution. RA Leaders are on duty at lunchtimes in the playground.
- 6.4 The national Anti-Bullying week is always marked at Brackenbury through whole-school assemblies. Displays are created where every child in the school contributes.
- 6.5 All classes have a Worry Box for pupils to communicate worries to staff.
- 6.6 Use of peer mentors for vulnerable pupils.
- 6.7 All staff are expected to monitor areas where bullying may occur e.g. playground, corridors, changing rooms, toilets.
- 6.8 Pupils are surveyed annually to gain their views on how safe they feel in school.
- 6.9 The school provides a counsellor at least once a week, to whom pupils in KS2 can self-refer.

- 6.10 The counsellor on site two and a half days a week for targeted individuals and groups of pupils.
- 6.11 There is a part time ELSA (Emotional Literacy Support Assistant) who can support individual pupils or groups, as well as dealing with conflict resolution
- 6.12 The teaching and support staff promote positive social relationships between all pupils and receive specific training on school policy and initiatives as and when appropriate.
- 6.13 The school uses the Three Respects (yourself, each other and the environment) to support positive relationships.

## 7 Procedures

- 7.1 Report bullying incidents to staff.
- 7.2 In cases of bullying, the incidents are recorded by staff.
- 7.3 In cases of bullying, parents are informed and asked to come in to a meeting to discuss the problem
- 7.4 The bullying behaviour or threats of bullying are investigated and the bullying stopped quickly
- 7.5 The perpetrator(s) are supported to change their behaviour and to understand that there are consequences to their actions.
- 7.6 In serious cases, or in cases that cannot be resolved, internal or even external exclusion is considered.
- 7.7 After the incident / incidents have been investigated and dealt with, each case is monitored to ensure repeated bullying does not take place.
- 7.8 Support can be arranged for both the victim and the perpetrator with consultation from outside agencies as appropriate.

## 8 The Role of Parents/Carers

- 8.1 Parents/carers who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the phase leader. The school will be able to advise parents/carers on areas of support they can access from Local Authority and/or voluntary services as appropriate. If they remain dissatisfied, they should follow the school's complaints procedure, as available on the website.
- 8.2 Parents/carers have a responsibility to support the school's anti-bullying policy by actively encouraging their child to be a positive member of the school.
- 8.3 Parents/carers are invited to share their views on how safe and happy their child feels within the school in the annual parent questionnaire.

## 9 The Role of Pupils

- 9.1 Pupils are encouraged to tell an adult they trust if they are being bullied or if the bullying continues.
- 9.2 Pupils are invited to tell the Head Teacher and Senior Leadership Team their views about a range of school issues, including bullying, in the annual pupil questionnaire and through the School Council.
- 9.3 Pupils are encouraged not to be bystanders and to support those that report bullying.

## 10 Monitoring and Review

- 10.1 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. The Headteacher reports to the full Governing Body termly on types of bullying in order to allow analysis or trends or patterns. See 3.2
- 10.2 This policy will be reviewed in two years, or earlier if necessary.

**Person Responsible: Senior Leadership Team**