



## Anti-bullying Policy

This anti-bullying policy defines bullying and includes strategies we use to prevent and respond to bullying and should be read in conjunction with our school's Relationship Policy and Equalities Policies. It takes account of the Advice for Head Teachers, Staff and Governors from the Department for Education 2014 "Preventing and Tackling Bullying". At Bearwood Primary and Nursery School we do not tolerate bullying. We nurture a culture of RESPECT and believe that every member of the school community has the right to feel safe and secure (see Relationships Policy). This policy provides additional information with regard to bullying and is intended to clarify responsibilities in response to bullying and provide support and guidance for all members of the school community.

### What is bullying?

Our school has adopted the Department for Education 2014 definition:

**"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."

As a school we take bullying and its impact very seriously. Pupils and parents/carers should be assured that known incidents of bullying will be responded to and thoroughly investigated.

- Bullying will not be tolerated.
- Pupils have the right to learn free from intimidation and fear.
- The needs of the victim are paramount.
- Bullied pupils will be listened to.

### What are the aims of this policy?

Bearwood Primary and Nursery School aims to work with pupils, parents, staff, governors and the Local Authority to move towards the elimination of any form of bullying and continue to create a climate where bullying is not tolerated.

All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.

All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.

All pupils' parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place

for children and adults to be; whether school community is directly or indirectly affected by bullying or not.

### **What is a bully?**

A bully is a person (or group of people) behaving in a way that might meet needs for excitement, status or material gain and does not recognise the needs or rights of the other person (or people) who is harmed by that behaviour.

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, verbal, making gestures, extortion and exclusion. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

### **Examples of Bullying**

Emotional – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures).

Physical – such as pushing, kicking, biting, hitting, punching or using inappropriate or unwanted physical contact towards someone.

Racial - racial taunts, graffiti, gestures.

Homophobic – because of, or focussing on the issue of sexuality.

Sexual – unwanted physical contact or sexually abusive comments.

Attacking property – such as damaging, stealing or hiding someone's possessions.

Direct or indirect verbal – name-calling, sarcasm, spreading rumours, teasing, using derogatory or offensive language or threatening someone.

Cyber bullying – all areas of internet, such as email, social media site for example twitter, facebook, snapchat or instagram misuse. Mobile phone texts by text messaging and calls. Misuse of associated technology, i.e camera and video facilities, I-pad, games consoles.

Bullying may be related to;

- Race
- Gender (sexist bullying)
- Religion
- Culture
- Special Educational Needs (SEN) or disability
- Gender identity (transphobic bullying)
- Appearance or health condition
- Related to home circumstances, incl Young carers and poverty
- Sexual orientation (homophobic or biphobic bullying)

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

### **What is a victim?**

A victim is a person (or group of people) that is harmed by the behaviour of others and who does not have the resources, status, skill or ability to counteract or stop the harmful behaviour.

### **Perpetrators and victims**

Bullying can take place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using emails, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and not wait to be told before they raise concerns or deal directly with the matter. Some children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

At Bearwood Primary and Nursery school we use the acronym STOP to define bullying to the children – **Several Times On Purpose**. Characters associated with this acronym are situated around school to aid children in their understanding.

### **Responsibilities of All Stakeholders**

#### **The Responsibilities of Staff**

- Foster in our pupils self-esteem, self respect and respect for others.
- Demonstrate by example the high standards of personal and social behaviour we expect from pupils.
- Discuss bullying with all classes, so that every pupil learns about the damage it causes to both the child who is being bullied and to the bully and the importance of telling the teacher about bullying when it happens.
- Be alert to signs of distress and other possible indications of bullying.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them.
- Report suspected cases of bullying to the class teacher, our designated safeguarding lead, anti bullying champion or the pastoral care worker.
- Follow up any complaint by a parent about bullying, and report back promptly and fully on the action that has been taken
- Deal with observed instances of bullying promptly and effectively, in accordance with agreed procedures.

### **The Responsibilities of Pupils**

We expect our pupils to:

- Refrain from becoming involved in any kind of bullying, even at the risk of incurring temporary unpopularity.
- Intervene to protect the pupil who is being bullied, unless it is unsafe to do so.
- Report to a member of staff any witnessed or suspected instances of bullying, to dispel any climate of secrecy and help to prevent further instances.

Anyone who becomes the target of bullies should:

- Not suffer in silence, but have the courage to speak out, to put an end to their own suffering and that of other potential targets. With the committed support of all school staff.

### **The Responsibilities of Parents**

We ask our parents to support their children and the school by:

- Watching for signs of distress or unusual behaviour in their children, which might be evidence of bullying.
- Advising their children to report any bullying to a member of staff/specific post in school or their class teacher, explain the implications of allowing the bullying to continue unchecked, for themselves and for other pupils.
- Being sympathetic and supportive towards their children, and reassuring them that appropriate action will be taken.
- Keep a written record of any reported instances of bullying
- Informing the school of any suspected bullying, even if their children are not involved;
- Co-operating with the school, if their children are accused of bullying, try to ascertain the truth. Point out the implications of bullying, both for the children who are bullied and for the bullies themselves.

### **The Responsibilities of All**

Everyone should:

- Work together to combat and, hopefully in time, to eradicate bullying.

### **Prevention**

Preventing bullying is as important as responding to it. At Bearwood Primary and Nursery School we aim to limit the frequency of bullying through:

1. Ensuring that children, parents and staff understand the nature of bullying and our policy to prevent and respond to bullying.
2. The consistent implementation of our Relationships and Anti Bullying Policies supported by regular update training for staff
3. Teaching, modelling and valuing our core value of RESPECT throughout all we do in school to deter the likelihood of bullying. Openly discuss differences between people that could motivate bullying such as religion, ethnicity, disability, gender and where appropriate, sexuality. Children will be taught that using any prejudice based language is unacceptable.

4. Using assemblies and the curriculum (PSHCE & circle time; internet safety lessons) to discuss and raise pupil awareness of:
  - o What is meant by all forms of bullying
  - o The unacceptable nature of bullying and its impact
  - o How to prevent bullying
  - o The importance of reporting bullying incidents whether they are directly involved or not and how to do that
  - o And to celebrate children's success, including in weekly Celebration Assembly with parents
5. Supporting the reporting of bullying by providing a "Listening Ear" box where pupils can post a concern (checked and initially followed up by Family Support worker and SENCo; displaying visual reminders around the school reminding children what they can do if they know of someone who is being bullied or are being bullied themselves, including the Childline number. A child reluctant to be seen telling an adult on the playground can see the first aider in the cloakroom and/or come straight through to the school office.
6. School, lunchtime and classroom charter as well as 'we are here to listen' posters to promote the pupils to come and talk to the Head/Deputy Head and or Family Support Worker.
7. Pre-empting, where possible (through our behaviour monitoring and concerns from children, parents and staff), by providing potential victims and bullies with pastoral support to help them learn how to react to different situations to keep themselves and others safe; providing support on developing friendships, social skills or anger management skills.
8. Responding effectively to any day to day concerns raised by children, parents and staff regarding behaviour/incidents that could develop into bullying and surveying views on bullying least annually and responding to issues raised.
9. Targeted supervision of cloakrooms, toilets and playground during breaks. Play is within the "Green Line" which eliminates areas where children could be out of sight of a supervisor
10. Use of playground buddies so that children do not need to be alone at playtimes
11. Active encouragement of participation in a range of activities during break times (extra curricular activities, well resourced playground, involvement with multi-skills coaches and Pupil Support workers promoting outside play).
12. Regularly evaluate our policy and procedures including related policies eg 'acceptable use' policy for computers.
13. Work with other agencies, in particular community police, to help prevent and to tackle bullying that is happening out of school.
14. Anti-bullying enrichment sessions.

### **Bullying Outside the School Premises**

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under lawful control or charge of a member of school staff. This can relate to 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 upon. The headteacher should also consider whether it is appropriate to notify the

community police of the actions 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.

### **Intervention**

1. Sanctions will reflect the severity of the incident so that others see that bullying is not acceptable. Sanctions may range from an apology with restorative justice to exclusion. Account will be taken of any special educational needs or disabilities that pupils may have and take into account the needs of vulnerable children. Parents of all pupils involved will always be involved in the process. Details of all Prejudice Incidents and significant Bullying Incidents must be recorded on the Local Authority Reporting Form (new form from April 2014) and forwarded to the headteacher with all notes of the investigation; sanctions and follow up.

2. The motivation behind the bullying must always be considered and whether the child engaging in bullying needs support themselves.

3. The needs of the pupil being bullied must always be considered and whether the child needs therapeutic support to deal with the impact of the bullying or strategies to prevent them becoming a victim in the future.

4. The member of staff leading the investigation should always follow up with children and parents after the incident to ensure the action taken has been effective and there are no continuing concerns

### **Monitoring and Evaluation**

All Prejudice Incidents and significant Bullying Incidents must be recorded on the Local Authority Reporting Form (Appendix 4) and forwarded to the headteacher with all notes of the investigation; sanctions and follow up.

The headteacher will forward the reporting form (removing names) to the LA, and will maintain a school log of incidents.

This log is used to monitor the frequency, nature of incidents and trends over time.

Questionnaires are used to gain an understanding of pupils, parents, carer's and staff's perceptions of bullying in the school and practice is reviewed in line with analysis of this data.

### **Training**

The Relationships and Anti-bullying policies are shared with all staff members and is included in induction packs for new employees. Training regarding the policy is conducted through regular staff training. Key staff members receive additional training through the Local Authority to support their work in school.

### **Advice for parents**

As the parent of a child whom you suspect is being bullied:-

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Head teacher notified.
3. In serious cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
4. If necessary and appropriate, police will be consulted.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
6. Attempts will be made to help the child using unacceptable behaviour towards

others, to stop it happening again.

**Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child be 'a bully' back.

Both of these will only make the problem harder to solve and will be dealt with in line with the relationships policy.

**Help Organisations:**

[www.bullying.co.uk](http://www.bullying.co.uk)

The Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the whole range of bullying issues.

Beatbullying a bullying prevention charity with an emphasis on working directly with children and young people. In addition to lesson plans and resources for parents, Beatbullying have developed the cybermentors peer support program for young people affected by cyberbullying.

**Child line – a confidential helpline for children 0800 1111**

[www.childline.org.uk](http://www.childline.org.uk)

**Anti-bullying charity Kidscape's Don't Bully Me – a guide for primary-age children who are being bullied**

**Online safety**

**Childnet's primary children activity zone – to help children stay safe online**

[www.childnet.com/young-people/primary](http://www.childnet.com/young-people/primary)

**Being yourself and celebrating difference**

**Stonewell's free online pupil zone – watch free and do quizzes, wordsearches and puzzles to help key stage 2 children explore what it means to be themselves**

**Information for parents and carers**

- FFLAG (family and friends of Lesbians and Gays) A guild for Family and Friends)
- Gendered Intelligence's Guide for parents and families of Young Trans People
- Stonewell's guide for parents and carers *So you think your child is gay?*
- Mermaids – provides support and information for parents and carers of trans young people [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

- Childnet – resources for teachers, parents and carers on how to help young people stay safe online [www.childnet.com](http://www.childnet.com)

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