



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 Behaviour Policy and Equalities Policies. It takes account of the „Advice for Head Teachers, Staff and Governors from the Department for Education 2011 “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 Behaviour 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 2011 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.”

(DfE 2011 Advice: Preventing and Tackling Bullying).

This is in line with the Anti-Bullying Alliance definition: Bullying is the intentional (physical or emotional) hurting of one person by another, where the relationship involves an imbalance of power. It is usually repetitive or persistent although some one-off attacks can have a continuing harmful effect on the victim.

It is crucial that we make a clear distinction between relational conflict (friendship / social skills problems) and bullying. It is also crucial we are clear when bullying becomes a criminal act.

It is also important to be aware of the many forms that bullying takes.

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.

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.

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.

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 Behaviour 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:
 - What is meant by all forms of bullying
 - The unacceptable nature of bullying and its impact
 - How to prevent bullying
 - The importance of reporting bullying incidents whether they are directly involved or not and how to do that
 - 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 Pastoral TA 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. 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.
7. 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.
8. 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
9. Use of playground buddies so that children do not need to be alone at playtimes
10. Active encouragement of participation in a range of activities during break times (extra-curricular activities well-resourced playground, involvement with multi-skills coaches and Lunchtime Supervisors promoting outside play).
11. In 2011-12 our school/class councils have been exploring bullying as part of their work to ensure children understand what bullying is, take responsibility for their behaviour and how to make Bearwood School a safe place to be.
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.

Roles and Responsibilities

PUPILS

It is the responsibility of pupils to treat all members of the school community with respect. If a pupil feels that they are being bullied, it is vital that they tell a close friend or adult, either at school or at home. If a pupil believes that another pupil in the school is being bullied, they must tell an adult. If pupils are reluctant to speak to an adult in person, they can post a note in the „Listening ear“ box.

PARENTS

It is important that parents support expectations of respectful behaviour at home and at school and work closely with the school should their child be involved in an incident of bullying. If parents are concerned about their child being bullied, they must contact the class teacher as early as possible. Appendix 2 of our policy is a useful checklist to support parents who feel their child is being bullied.

TEACHING AND NON-TEACHING STAFF

All staff members must act as positive role models to children. They must be alert to the signs of bullying and be prepared to make themselves available for children to approach them with concerns. Once a concern has been identified, it is the responsibility of the staff member to respond promptly and alert the class teacher and headteacher/deputy headteacher who will investigate, involve parents and decide on the level/nature of sanction/support for the bully(ies) and victim.

HEADTEACHER

The Headteacher has a responsibility to take measures to prevent all forms of bullying among pupils; to monitor incidents of bullying and harassment and to inform the LA of all Prejudice incidents and significant bullying cases.

GOVERNORS

It is the responsibility of the governors to ensure that an up to date Anti-Bullying policy exists and to monitor its implementation and effectiveness.

LOCAL AUTHORITY

It is the responsibility of the Local Authority to support schools in working towards the elimination of bullying in Poole; to receive and monitor serious incidents of bullying; to provide briefings and training to support schools.

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. The adult investigating the incident using the „5 Step Approach“ (Appendix 1) and will determine the appropriate sanction(s) consistent with our Behaviour Policy. 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 2012) 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 Behaviour 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 and staff can refer to Appendix 3 for further information. Key staff members receive additional training through the Local Authority to support their work in school.

Information for parents, carers and pupils

This policy forms part of our Good Behaviour Policy. When parents wish for their child to attend Bearwood Primary and Nursery School, the Behaviour and Anti-bullying summary is included in the pack of information. The full policies are available on our school website and in our school entrance hall. By signing the Home-School Agreement, parents are agreeing to support the policies.

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