

Broadwindsor Church of England Primary School

Anti-Bullying Policy

Approved – 1.12.20; review Autumn 2021

Rationale

Broadwindsor Primary School is committed to a policy of inclusion, equality and justice. This policy has been developed in consultation with pupils, staff, parents and governors of the school.

We believe that bullying behaviour is totally unacceptable.

We believe that where bullying is challenged effectively pupils will feel safe and happy and we will demonstrate a school that cares. Bullying is detrimental to the bullied and the bully.

Our bullying policy should be read in conjunction with our school's behaviour management policy. This policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as community schools.

2. Roles and responsibilities

The lead person with responsibility for developing this policy is Mr Smith

Mr Smith is the Headteacher.

The lead person will

1. develop the policy in line with good practice
2. ensure that agreed protocols are followed
3. evaluate the progress the school is making in relation to the anti-bullying agenda

Class teachers are responsible for the day to day implementation of practices and they will

1. support the development of an appropriate culture within school
2. support children who have experienced bullying
3. respond to children who have bullied
4. model appropriate, respectful behaviour

Children in this school will

1. embrace a culture that respects difference
2. support children who have experienced bullying behaviours.
3. model appropriate, respectful behaviour

Governors are responsible for monitoring the above.

3. Aims and objectives

- * Ensure that all children and adults within school have a common understanding of what bullying is;
- * Minimise all forms of bullying;
- * Communicate clearly to children and parents the school's strong response;
- * Stress that the whole school community acts together on this issue;
- * All children to feel safe and to learn, play and be with others;

*All children to be treated fairly, with respect and dignity;

*We aim to listen carefully to what children have to say and to treat all reports seriously.

Our School Charter devised and embraced by all pupils and staff supports our anti-bullying commitment:

- We play in a kind way with friends and we include everyone
- We are friendly to each other and to everyone who visits our school
- We work hard and we always try our best
- We are respectful of people's feelings and bodies; we use thoughtful words
- We are careful to control our actions and our words
- We try to listen carefully
- We look after our school environment and school resources

4. Defining Bullying

There are many definitions of bullying, but it is generally accepted to be:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. (Anti-Bullying Alliance Definition 2020)

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

Research shows that name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, or some form of disability.

Bullying can also use technology such as inappropriate text messaging and electronic messaging (including through web-sites, Social Networking sites and Instant Messenger); sending offensive or degrading images by phone or via the internet.

This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to special educational needs.
- Bullying related to appearance or health conditions.
- Bullying of young carers or looked after children or otherwise related to home circumstances.
- Cyber bullying

Pupils' attitude to bullying

Pupils' understanding varies with age. Younger pupils (Key Stage 1 and younger) may confuse bullying with fighting and nasty experiences generally - making it difficult to identify actual bullying. Older children (Year 3 upwards) tend to develop a more mature understanding.

The most important indication of bullying behaviour is whether the victim themselves believe that they have been subjected to bullying.

5.Preventative Strategies

Strategies in school to prevent bullying behaviour include:

- Making clear links between our bullying policy and behaviour management policy;
- High levels of adult supervision at playtime, lunchtime and in the classroom,
- Playground buddies and play leaders will be responsive to any pupils who are left on their own at playtimes and look sad or upset. They will help with minor issues whilst referring on to staff more serious ones.
- Ensuring adequate adult/child ratio when going on school trip/walks etc
- Positive reinforcement kind/helpful behaviour e.g. if one child assists another who has fallen over in the playground.
- Reinforce caring for each other through stories in Collective Worship and other appropriate curriculum areas.
- Remind children to say 'Stop, don't do that' using a hand signal if another child does something to them that they don't like. If they persist tell a member of staff away.
- Class Discussion Time - when incident brought to teacher's attention e.g. pushing/fighting, sit down and discuss with whole class how they feel about the incident. Would they like it to happen to them? How does it make them feel? What should they do?
- Listening carefully to pupils and providing opportunities for them to express views and opinions - for example during circle time;
- Keep record of incidents in our Class Behaviour Log and inform Senior Staff if appropriate. If a pattern of behaviour is emerging or serious incident occurs, contact parents to discuss ways of resolving the situation (see Behaviour Policy)
- Playground Equipment and adults support - playground equipment and outdoor seating areas all help to keep children positively focused on desired behaviour as well as adult support for play.
- Teach children how to recognise when others do not like what is happening to them – e.g. sad faces, crying
- Involving parents and the wider community. Records of conversations with parents concerning any incidents of bullying, if deemed appropriate
- Being aware that even the youngest children can understand the consequences of their own actions;
- Multi agency work - working with Social Services, Police, etc.
- Consider all opportunities for addressing bullying including through the curriculum, through peer support, e-safety lessons each term and through the school council. Holding an annual Anti-bullying Week.
- Including all staff in training; to identify bullying and follow school policy and procedures on bullying;
- Teaching victims to say 'no' or get help.

6. Responding and Supporting

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:-

1. Listen to the child who has been bullied and identify the type of support they feel they need
2. Listen to the child who has bullied and identify the type of support they need

3. Apply disciplinary protocols consistently and fairly
4. Carefully consider and decide upon the appropriate level of parental involvement for both parties
5. Complete the schools bullying log and involve outside agencies (such as Educational Psychologist and Behaviour Support Service and counselling support) as appropriate.
6. Initiate 'Circle of Friends' if deemed an appropriate course of action.

At Broadwindsor Primary School, we adhere to 5 key points:

1. Never ignore suspected bullying;
2. Don't make premature assumptions;
3. Listen carefully to all accounts - several pupils saying the same thing does not necessarily mean they are telling the truth;
4. Adopt a problem solving approach which moves the pupils on from justifying themselves;
5. Follow up repeatedly, checking bullying has not resumed.

We want children to tell us if they have a problem with bullying behaviour and what they say will always be taken seriously.

Children will know who to talk to in the first instance. This will usually be their class teacher, but it could also be:

- Another teacher known to them
- Teaching Assistant
- Lunchtime Supervisory Assistant

The children must be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in a position of responsibility should feed back to the class teacher as soon as possible.

The class teacher takes steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics.

Both bullied and bullying parties are informed that the situation is being monitored by the class teacher/s concerned.

If there is no improvement, or further bullying occurs, the parents of the bullying child must be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to. If further bullying takes place, there is a real risk that the bully will be excluded for a fixed term in the first instance.

Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm". Where this is the case, our school staff will report their concerns to the Designated Senior Lead for Child Protection who will refer to Children's Services Social Care

7.Reporting

Our school has a clear system for gathering information about what is happening within school. This may be individual incidents reported by pupils and/or carers, or pupil questionnaires or parent/carers questionnaires, which are completed every other year.

8. Monitoring and evaluating the policy

We will review this policy every two years as well as if incidents occur that suggest the need for review. The policy will be regularly monitored and evaluated by the headteacher and class teachers through the following methods:

- * Checking each class for frequency of incidents through behaviour logs
- * Talking with pupils e.g. in circle time;
- * Conducting sampling surveys with a group of class;
- * Playground observations;
- * Small group interviews - or individual interviews.

This Policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

This Policy will be working if:

- a) Children feel safe and secure at school
- b) Children know what to do should they feel threatened or frightened by anyone
- c) Parents, staff and governors are familiar with the policy and are actively involved in its support
- d) Staff and governors are consulted regarding review/policy decisions

Links with other school policies and practices

This Policy links with a number of other school policies, practices and action plans including:

- The teaching of Citizenship and PSHE.
- Behaviour Management Policy.
- Online Safety Policy
- The recording of racial incidents

Appendix A Resources

DfE resources

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444864/Supporting_bullying_victims_and_bullied_children.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

DfE Behaviour and Discipline in Schools Guidance:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Legislative links

Schools' duty to promote good behaviour (Education and Inspections Act 2006 Section 89)

Power to tackle poor behaviour outside school (Education and Inspections Act 2006 Section 89(5))

The Equality Act 2010

Preventing and Tackling Bullying – Advice for School Leaders, Staff and Governing bodies.

<https://www.gov.uk/government/publications/school-strategies-for-preventing-and-tackling-bullying>

Specialist Organisations

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, 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 programme for young people affected by cyberbullying.

Kidscape: Charity established to prevent bullying and promote child protection. Advice for young people, professionals and parents about different types of bullying and how to tackle it. They also offer specialist training and support for school staff, and assertiveness training for young people.

Restorative Justice Council: Includes best practice guidance for practitioners 2011.

West Family Partnership Zone support services.

Cyberbullying

ChildNet International: Specialist resources for young people to raise awareness of online safety and how to protect themselves.

Childline.

LGBT

EACH: A training agency for employers and organisations seeking to tackle discrimination on the grounds of gender and sexual orientation.

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education.

Stonewall: An LGBT equality organisation with considerable expertise in LGBT bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. This website will be updated shortly to provide links to further information and organisations on transgender and other issues.

SEN/D

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people.

Key Documents

- i. Ensuring good behaviour in schools - A summary for head teachers, governing bodies, teachers, parents and pupils

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

- ii.

- iii. VIRTUAL VIOLENCE II: Progress and Challenges in the Fight against Cyberbullying

<http://www.beatbullying.org/pdfs/Virtual-Violence-II.pdf>

Commissioned by Nominet Trust in Association with the National Association for Head Teachers (NAHT)

- iv. Ofsted. Children on bullying A report by the Children's Rights Director for England

<http://www.ofsted.gov.uk/resources/children-bullying>

- v. Children on Bullying – A Report by the Children's Rights Director of England OfSTED 2008

www.ofsted.gov.uk/resources/children-bullying

- vi. The Equalities Act 2010 – this act identifies 9 protected characteristics and is the key piece of legislation that places duties on a school with respect to bullying.

www.homeoffice.gov.uk/equalities/equality-act

- vii. The Children Act 1989 – this act classifies bullying (when there is a reasonable cause to suspect a child is suffering) as a child protection issue and schools should seek the support of outside agencies as appropriate

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

- viii. Commissioned Survey of pupils' experience of bullying in school – scheduled to report Summer 2012 www.ofsted.gov.uk/inspection-reports/surveys/forthcoming-surveys
- ix. Guidance on Combating Transphobic Bullying in Schools Gender Identity Research and Education Society

<http://www.gires.org.uk/education/information-for-educators>

The school continues to access appropriate training offered by the local authority and other associated providers in order to continually update knowledge and skills of school staff.