

Barlby Bridge Community Primary School



ANTI-BULLYING POLICY (To be read in conjunction with the Behaviour Policy)

Document Status			
Date of Next Review May 2023		Responsibility	Headteacher
Date of Policy Creation May 2021	Adapted School written model	Responsibility	Chair of Governors: Stephen Walker Signed:
Date of Policy Adoption by Governing Body May 2021		Signed Headteacher: Claire Hughes Date:	
Method of Communication School website School newsletter informing parents of policy location. Paper copy available from school office.			

Rationale

Everyone at Barlby Bridge CP School has the right to feel welcome, secure and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos. For the purposes of this policy, the term "bullying" is deemed to include harassment and associated unwelcome behaviours.

Where bullying occurs the victim(s) must feel confident and able to solicit support to stop the unacceptable behaviour and ensure it is not repeated. Likewise, others (adults and students alike) must feel empowered to intervene and/or report suspected bullying without fear of recrimination. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

This document outlines the steps that are taking to prevent and respond to any bullying incidents at Barlby Bridge CP School.

Principles and Values

- As a school bullying and its impact is taken seriously. Pupils and parents should be assured that known incidents of bullying will be responded to.
- Bullying will not be tolerated. The school will seek ways to stop bullying taking place within school or in the local community.
- The ethos of our school fosters high expectations of outstanding behaviour and behaviour falling below this will be consistently challenged.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents 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 and parents should know what the school policy is on bullying, and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

What Is Bullying?

Bullying is unacceptable behaviour by an individual or group (often repeatedly and/or over a period of time) that, from the perspective of the victim(s) and/or responsible adult or student witnesses, intentionally hurts another individual or group either physically, emotionally or psychologically.

Bullying behaviours can be short-term or continuous over longer periods that are inflicted **on purpose** (rather than in the heat of the moment) by one or more students on others. Bullying can take many forms:

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting, (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, biting, hitting, punching or any use of violence.
Racial	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments.
Homophobic	Because of, or focusing on the issue of sexuality.
Direct or indirect Verbal	Name calling, sarcasm, spreading rumours, teasing.

Cyber Bullying	All areas of internet, such as email and internet chat. Facebook/Twitter misuse. Mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities, Ipad, games consoles.
----------------	---

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”.

Bullying may be related to:

- All of the protected characteristics from the Equality Act
- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia (including bisexual and transgender)

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.

Peer on Peer Abuse

KCSIE (Sep 2018) states that ‘Peer on peer abuse can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.’ In many cases, types of abuse do not occur in isolation, and one particular case of peer on peer abuse may reveal that participants themselves, including the alleged perpetrators, are themselves receiving abuse from other sources. Given the multi-textured experience in most cases of peer on peer abuse, any response to a case must see the biggest picture and aim to consider types of abuse being experienced and capture the full context of the child’s/children’s experience. In cases of Peer on Peer Abuse, the school will respond in the same way as other Safeguarding incidents and the Child Protection Policy will be followed when responding to incidents of this nature. All staff are trained to be vigilant and to ensure peer on peer abuse is taken seriously and dealt with in the same way as other Safeguarding incidents in school.

Bullying outside school

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school’s disciplinary powers can be used to address pupils’ conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils’ behaviour in those circumstances.

This may include 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 will be investigated and acted on. The headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action 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. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip

Cyberbullying

Cyberbullying can be defined as the use of Information and Communications Technology (ICT), particularly mobile phones and the Internet, deliberately to intimidate, threaten, shame, demean or ostracise someone else. At Barlby Bridge CP School the Acceptable Use Policy which references responsible use of school IT networks and equipment. Children do not use the Internet without adult supervision and when it is used to support learning in the classroom this is overseen by class teachers and/ or teaching assistants. As a result of this high level supervision, issues of cyberbullying are extremely unlikely to happen within the school day. Children are taught about Internet safety and cyberbullying through Computing, PSHE lessons and assemblies.

Where mobile phones are used out of school to bully or intimidate others, then the head teacher does have the power to intervene 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site'.

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously, and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

- Sexting
- Threats of violence or assault
- Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

Perpetrators and Victims

Bullying takes 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 email, social networking sites, texts etc

Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. 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.

Signs and Symptoms For Parents and Staff

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of possible signs. Although these signs are not a definitive indication that a child is being bullied they may require further investigation:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

Actions to Tackle Bullying

Prevention is better than cure so at Barlby Bridge CP School staff will be vigilant for signs of bullying and always take reports of incidents seriously. The curriculum will be used whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. An anti-bullying week will be held at least once in the academic year and regular opportunities will be provided to discuss bullying and the surrounding issues through other aspects of the curriculum including as part of E-Safety week.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Outcomes

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of all incidents which are to be completed by the member of staff who deals with the initial accusation. The class teacher is responsible for completing the record form and a copy of the report should be given to the Headteacher or Deputy who will then follow the school policy in responding to the incident and taking action. If bullying includes any hate abuse (protected characteristics of the Equality Act) then it should be reported to the Headteacher and recorded in the Incident Book.

Upon discovery of an incident of bullying, the Headteacher, Deputy or class teacher will discuss with the children the issues appropriate to the incident and to their age and level of understanding. If the incident is not too serious, a problem-solving approach may help. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying reoccurring.

There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

Victims who are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) can be encouraged to go to the teacher with a piece of work, using this as a reason to speak to the teacher. Victims need to feel secure in the knowledge

that assertive behaviour and even walking away can be effective ways of dealing with bullying. A buddy system or peer counselling may be established.

The child displaying unacceptable behaviour, may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. Eg a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled.

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded in the Bullying Log and monitored to ensure repeated bullying does not take place.

The Safeguarding Governor will be informed of any serious incidents recorded in the log along with incidents, sanctions and reconciliation.

All incidents related to the Equality Act protected characteristics are recorded in the incident folder and a detailed bullying log is maintained. This is regularly monitored and follow up through discrete PSHE teaching is planned.

Prevention

At Barlby Bridge CP School a variety of methods are used to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and Citizenship lessons, SMSC Curriculum, the school Vision and Assembly Themes, Anti-bullying week and continued focus, Friendship Stop, E-Safety Day and playground Play Leaders. Children are also consulted through in-school pupil questionnaires. The results of these questionnaires are promptly responded to by staff.

The ethos and working philosophy of Barlby Bridge Community Primary means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded through Praise assemblies, Acts of Kindness awards, Parent celebration assemblies and the whole school behaviour system.

Staff will regularly discuss bullying, this will inform children that staff are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about

other children's behaviour.

Staff will reinforce expectations of behaviour as a regular theme in line with our school 'We Care' vision.

Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- signing the school charter
- Writing a personal pledge or promise against bullying
- writing stories or poems or drawing pictures about bullying
- ☑reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Creating an item for the school website.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council rep
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship / Buddy Bench
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Children are reminded through PHSE to tell someone if they should ever find themselves the victim of bullying. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Where necessary the Headteacher will call on outside resources such as Behaviour Support Service. This policy is seen as an integral part of our Behaviour and Discipline Policy.

Recording of Bullying Incidents

When an incident of bullying has taken place, staff must be prepared to record and report each incident. In the case of bullying related to abuse within the protected characteristics of the Equality Agenda Act, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Behaviour Log. This includes incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future.

Incidents of bullying will be discussed with the Governing Body (Safeguarding Govs)

Advice to Parents

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

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

We ask that parents and carers 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 to be 'a bully' back.

Both of these will only make the problem much harder to solve.