



# Anti-bullying policy

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Signed Ms *S Ward*

Headteacher

Signed *Mrs F Good*

Chair of Governors

## Anti-bullying Policy

### Aims

At Burton Pidsea Primary school we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. However, through this policy, we recognise that bullying can happen from time to time and make children's lives unhappy and hinder learning. As such we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

### Definition

Bullying is defined as: ***behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can often involve the misuse of power by an individual or group towards one or more people.***

People are bullied for a variety of reasons and it can happen to anyone.

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 related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual bullying
- Cyber-bullying

Bullying can take many forms but typically includes the following types of behaviour:

- Physical – e.g. hitting, kicking, spitting, pinching and taking or destruction of belongings.
- Verbal – name calling, insulting, threats, and offensive remarks.
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, e-mail and text messages and abuse of any kind via social networking sites (Cyber bullying refers to bullying through information and communication technologies).

As a school community we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

- The ring-leader, the person who through their social power can direct bullying activity.
- Assistants/associates who actively join in the bullying (sometimes because they are afraid of the ring-leader).
- Re-enforcers who give positive feedback to the bully, perhaps by smiling or laughing.

- Outsiders/bystanders who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.
- Defenders who try and intervene to stop the bullying or comfort children who experience bullying.

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident involving conflict – aggression, intimidation or nastiness – is also *not* bullying.

### **Prevention**

At Burton Pidsea Primary School, we use a variety of methods for helping children to prevent bullying through the explicit and implicit curriculum.

PSHE lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

More implicitly, our school values of respect, honesty, perseverance, creativity and community; our rules; and the consistent approach to behaviour (See Behaviour Policy), promote good behaviour choices and encourage children to have respect for each other and for other people's property.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times (and particularly during playtimes and lunchtimes) staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Staff 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. One-off incidents of aggressive behaviour or use of discriminatory language will be dealt with in accordance with the wider Behaviour Policy. Children are also supported in building positive peer relationships through the use of our playground Friendship Bench and Playground Buddies (older children who mediate in minor friendship issues on the playground) and where necessary nurture groups or individual sessions can be arranged with members of our Teaching Assistant team.

### **Response**

Should incidents of bullying occur they will be dealt with according to the following protocol:

- All children's and parents' concerns around bullying are taken seriously.
- Incidents of bullying will be investigated, talking separately with all children involved.
- Concerns will be noted following the school concern procedure and/also a bullying form (see appendix 1) will be completed.
- Staff are alerted to be watchful of the situation.

Staff should not report an incident as 'bullying', just because children or other adults have chosen to describe it as such. Behaviour not characterised as described above, but serious enough to warrant recording should be reported as a concern and regular reviews of these will allow patterns to emerge should bullying have gone undetected.

- Those who bully will be subject to sanctions in line with the school's Behaviour Policy and the targets of bullying will receive support from identified members of staff.
- Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the children feel.
- The target of bullying will be assured that they should immediately report any future incidents and know they will be listened to.
- The child doing the bullying may also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts in this way, and that needs to be addressed.
- We will ensure extra supervision and monitoring of the children's behaviour following incidents to check all is well.
- Parents of both 'parties' will be kept informed of outcomes of investigations and kept 'in touch' until it is felt there is no longer a risk of bullying.
- In extreme cases the school may involve external behaviour support services.
- The school also reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime privileges, withholding participation in school activities (e.g. trips or sporting fixtures), fixed term or permanent exclusion.

### **Involvement of the School Community**

It is recognised that Bullying has an impact on the wider school community including children who witness such behaviour, staff and parents. Governors regularly invite parents and carers' views around behaviour and bullying via parental questionnaires and through online consultation. Pupils' views, via the School Council, are also regularly sought.

### **Bullying Outside School and Cyber-Bullying**

This policy relates to children's behaviour when in school, when supervised by staff outside school e.g. when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However the rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

At Burton Pidsea the issue of cyber-bullying is explicitly tackled in regularly taught sessions looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff.

The DfE outlines the specific statutory power, held by Head Teachers, to discipline pupils for poor behaviour outside of the school premises.

Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff.

This can relate to any bullying incidents occurring anywhere off the school premises and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyber-bullying against pupils, for example:

- Sending abusive or threatening email or text messages
- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for Head Teachers, and will only be considered where actions are continued or impact directly upon relationships and learning in school.

### **Vulnerable Children and Bullying**

We recognise that children regarded as vulnerable due to their home situation, disability, communication difficulty etc., are often more likely to be targets of bullying behaviour. As such, children identified as 'vulnerable', via our child safeguarding procedures each term (see Safeguarding Children Policy) are monitored more closely by staff especially in vulnerable situations such as playtimes or lunchtimes.

### **Monitoring and Review**

Burton Pidsea's Anti-bullying Policy is monitored regularly by the SLT who report to the governors about its implementation and effectiveness. Governors are kept informed about incidents of bullying in school via the Head Teacher's Report which will include reference to any Bullying Incident Report Forms completed. This Policy will be reviewed at least once every two years (alongside the school Behaviour policy) as well as if incidents occur that suggest the need for review.

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 also needs to be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- SMSC Policy
- SEN Policy
- Equalities Policy and Plan

# Incidents of Bullying



**Staff Details**

To whom the incident was reported: \_\_\_\_\_ Date: \_\_\_\_\_

**Details of people involved:**  
 Include names, gender, SEM, EAL and disadvantage details.  
 Indicate each child's role eg ringleader, outsider, assistant, defender, victim, by-stander.  
 Also indicate level of involvement - 1: very involved; 2: involved 3: slightly involved 4: indirectly involved

**Form of Bullying (Please ✓ in the appropriate box)**

Physical	Homophobic
Verbal	Racist
Emotional	Other
Cyber	

**Summary of the Incident**

Please use the child's own words

Date of the Incident: \_\_\_\_\_

Time of the Incident: \_\_\_\_\_

Location of the Incident: \_\_\_\_\_

Frequency and Duration of the Behaviour: (Tick as appropriate)

- Once or Twice
- Several times each week
- Persistent throughout 2 months
- Persistent for more than a year

Description

**Action**  
 Include any medical treatment required, police involvement, report to Governors

**Parents/Carers Informed**  
 (If no, please state the reason why) Yes No

**Referral for external support**  
 (Anti Bullying Project, RUPP, Children's Social Care, other) Yes No

**Outcome / agreed actions**

**Monitoring/Follow Up**

Date	Notes of Discussion	Outcome of Review (Reached/Specify if further intervention required)

**Evaluation Satisfaction Rating**

(Where applicable)

<b>Targeted Pupil</b>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>
<b>Reporter of Incident</b>	Good <input type="checkbox"/>	Satisfactory <input type="checkbox"/>	Poor <input type="checkbox"/>