BRIDGE & PATRIXBOURNE CEP SCHOOL
ANTI BULLYING POLICY

Persons responsible : Renuka Chinnadurai, Carla Long
Date of review : Spring 2017
Date of next review : Spring 2018

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies" and supporting documents "Supporting children and young people who are bullied: advice for schools", "Cyberbullying: advice for headteachers and school staff", "Advice for parents and carers on cyberbullying" November 2014 . It also takes into account the DfE statutory guidance, "Keeping Children Safe in Education" 2016.

https://www.gov.uk/government/publications/preventing-and-tackling-bullying
https://www.gov.uk/government/publications/keeping-children-safe-in-education-2

1   Policy aims

- This policy outlines what Bridge and Patrixbourne Church of England Primary School will do to prevent and tackle all forms of bullying and we are committed to developing an anti-bullying culture where no bullying of adults, children or young people will be tolerated. We will uphold and promote our Christian values of Wisdom, Trust, Forgiveness, Thankfulness, Friendship and Compassion.

The purpose is:

- To ensure that all children and adults within our school have a common understanding of what bullying is
- To make clear to staff. Children and parents that bullying is unacceptable
- To provide a clear framework for dealing with incidents of bullying
- To minimize all forms of bullying within our school
- To instill in all members of our school community a sense of caring and kindness for one another

2   Our school community

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis including through analysis of behaviour incidents, regular circle times, staff meetings, responding to feedback from all stake holders (both informal and formal)
- Supports all members of staff to promote positive relationships to prevent bullying
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Requires all members of the community to work with the school to uphold the anti-

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bullying policy
- Reports back to parents/carers regarding concerns on bullying and deals promptly with complaints
- Seeks to learn from good anti-bullying practice elsewhere
- Utilises support from the Local Authority and other relevant organisations when appropriate

3   Definition of bullying

- Bullying is "Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", November 2014)
- Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours
- This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phone or via the internet

When talking to children we discuss how bullying is considered to be:

- deliberately hurtful (emotionally/mentally and physically)
- repeated over a period of time
- difficult for victims to defend themselves against

4   Forms of bullying covered by this policy

The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical bullying

Physical bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

Verbal bullying

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse. While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

Social bullying

Social bullying, sometimes referred to as covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation. Social bullying includes:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly

- damaging someone's social reputation or social acceptance.

Cyber bullying

Cyber bullying can be overt or covert bullying behaviours using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying. Cyber bullying can include:

- Abusive or hurtful texts emails or posts, images or videos
- Deliberately excluding others online
- Nasty gossip or rumours
- Imitating others online or using their log-in

5   Preventing, identifying and responding to bullying

- The school community will:
  - Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
  - Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience e.g. circle time, role play, learning through stories
  - A positive atmosphere is created through praising, rewarding and celebrating the success of all children
  - Peer support systems are used to encourage cooperative play and friendships e.g. Peer mediators, buddy system, circle time, social skills groups and friendship groups
  - A varied supply of playground equipment with equal access for all
  - Class worry boxes and leadership team worry boxes which are regularly monitored to ensure early intervention in cases of suspected bullying
  - Actively create "safe spaces" for vulnerable children and/or enable them to have a "chosen adults" to monitor them or discuss their worries
  - Make use of opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school council
  - Be encouraged to use technology, especially mobile phones and social media positively and responsibly
  - Work with staff and outside agencies to identify all forms of prejudice-driven bullying
  - Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse)
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns
  - Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others
  - Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
  - Train all staff including teaching staff, support staff (including administration

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staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)

- o Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- o Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying bought to the schools attention which involves or effects pupils even when they are not on school premises, for example when using school transport or online etc
- o Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- o Work with other agencies and the wider school community to prevent and tackle concerns

6 Involvement of pupils

- We will:
  - o Regularly canvas children and young people's views on the extent and nature of bullying
  - o Ensure that all pupils know how to express worries and anxieties about bullying
  - o Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying

Our Anti Bullying Code is:

If you see someone being bullied
- DO let a member of staff know   - Do try to be a friend to the person who is being bullied   - DON'T be made to join in   - DO try to help the bully stop bullying   If you are a victim of bullying   - Tell a member of staff   - Tell your family   - Take a friend with you if you are scared to tell by yourself   - KEEP telling people until someone listens

This is displayed in areas of the school to ensure that children are clear about the procedure and that our message is constantly and consistently reinforced.

Procedures

1. 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 and report to either the headteacher or deputy headteacher. Therefore involved staff members should feed back to the class teacher as soon as possible.

2. The class teacher takes steps to discuss the situation with the victim and perpetrator to establish the situation and talk through any issues. An early resolution is sought using these tactics. Incident recorded in the behaviour book.

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3. Both victim and perpetrator are informed that the situation is being monitored by the class teacher/s concerned or escalated to the headteacher or deputy headteacher. It is the decision of the headteacher or a member of the Senior Leadership Team to verify the course of action and determine whether the incident is defined as a bullying incident.

4. If this is the case then the parents/carers of the victim and perpetrator 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. Incidents must be recorded and confirmed in writing to the parents/carers with the course of action taken.

5. As a result of the discussion clear expectations are set regarding:

For the victim

- A chosen adult to speak to
- Arrangements for playtimes and lunchtimes
- Relevant support/ peer mentoring
- What to do if they feel anxious
- Follow up liaison with parents
- Support will be given to the victim to raise their self-esteem and develop appropriate social skills. This may be done within school or with guidance from specialist outside agencies.

For the perpetrator

- Expected behaviours and attitudes – including specific targets to be monitored
- Where the perpetrator should be at specific times of the day
- Who they should report to and when
- Who they should keep away from
- Arrangements for play and lunchtimes
- Relevant support e.g. social skills where needed
- Consequences made clear to both child and parent of further bullying were to occur

Individual circumstances will determine the precise arrangements to be made.

6. If further bullying takes place the perpetrator will be excluded for a fixed term, decided by the headteacher.

Other relevant policies:

Behaviour Policy
Racial Incidents Policy
Child Protection and Safeguarding Policy

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