

# Broadacre Primary School



## Anti-Bullying Policy

Autumn 2015

# Anti-Bullying Policy

At Broadacre Primary School we regard all forms of bullying as totally unacceptable. No member of our school community should be made to feel unhappy or unsafe. We regard bullying as very serious.

## Definition

We define bullying as a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single incident which casts a shadow over a person's life or a series of incidents that are perceived to be bullying by a person or by others.

Bullying can take many forms, such as cyber bullying via text messaging or the internet and is often motivated by prejudice against groups, such as race, gender, religion or sexual orientation.

Bullying is not falling out with friends or choosing to play with other children.

## Aims

- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- To deal effectively with incidents of bullying in our school community and to put preventative measures into place.

## Objectives

- To raise awareness of bullying as a form of unacceptable behaviour;
- To make all children, parents and staff aware of the anti bullying policy;
- To teach and embody the core British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.
- To create a school ethos that encourages disclosure of bullying whereby children, parents and staff feel free to report any incident;
- To outline procedures that will be followed when bullying is reported;
- To involve staff, parents/carers, governors and outside agencies in the development of this policy;

## The Nature of Bullying

Specific bullying relationships (DCSF "Safe to Learn") are:

- pupil on pupil
- pupil on staff
- staff / adult on pupil
- staff on staff – see Whistleblower's Policy

Broadacre Primary School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a). Direct

- Physical
- Verbal
- Non-Verbal

b). Indirect

- Cyber-bullying – Widespread access to technology has provided a new medium for virtual bullying. Cyber-bullying can happen at all times of the day with a potential bigger audience. Mobile phones or other devices that belong to pupils are banned from Broadacre Primary School.

Children are bullied for many reasons, or no reason. Bullying relates to difference – real or imagined.

The following is a list of reasons from DCSF “Safe to Learn” Guidance:

- Appearance
- Ability
- Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

#### Staff Responsibilities

All staff must take all reports seriously and investigate them thoroughly. The member of staff in charge of anti-bullying is the Safeguarding Office, Mrs Staines.

The Governor in charge of safeguarding is Mrs Wilkes.

#### Reporting Bullying

All teaching and non teaching staff, including lunchtime supervisors, are aware of and alert to any signs of bullying in school.

We foster an open approach where both pupils and parents are able to share their concerns about a bullying incident with any member of staff, although a parent’s/carer’s first point of contact will often be the child’s class teacher or the Emotional and Well-Being Worker.

Pupils must recognise that being a “bystander” is not acceptable and understand how their silence supports bullying and makes them in part responsible for what happens to the victims of bullying.

#### Procedures to follow:

- 1 The person making the report is listened to carefully and any relevant details are noted. Reports of bullying are never ignored. Non teaching staff report the incident to class teachers or the School Leadership Team, as appropriate. All incidents must be recorded on the school

form, Bullying Incident Reporting Form, and must be handed to the Headteacher. The form can be found on the ICT system under staff shared work in the Behaviour file. It is vital to record all details of the incident, including the type of bullying being investigated (racist, homophobic, religious etc).

- 2 A prompt response will be made. The reported incident is investigated by the class teacher or the School Leadership Team. Opportunity is provided for all involved pupils to give their accounts. The Headteacher will monitor these incidents and discuss findings with staff and parents where appropriate. We value the support of parents and aim to keep them fully informed.
- 3 A monitoring period will follow to ensure that bullying has not resumed. This may be carried out by the class teacher, Deputy Headteacher or Headteacher. Pupils involved are made aware that their behaviour will be monitored.
- 4 If the bullying behaviour continues then further action will be considered such as enlisting the advice of outside agencies or the involvement of the Special Needs Co-ordinator and consideration given to setting up an individual education plan (I.E.P.)

#### Strategies to Prevent Bullying

Broadacre Primary School has adopted a number of strategies to raise awareness of bullying and to prevent it from taking place.

Staff Training	Staff have been made aware of the signs and symptoms of bullying and how to recognise bullies and victims. Staff will receive ongoing training in dealing with bullying incidents and preventative measures. New staff and students are given a copy of this policy upon induction.
Staff Awareness	Staff are made aware of potentially vulnerable pupils, both existing and new.
School Curriculum	The aim is to prevent bullying before it occurs through a structured curriculum. Pupils are made aware of the issues surrounding bullying through a variety of means, PSHE lessons and SEAL activities and assemblies, circle time and Restorative Practices procedures all offer opportunities for discussions and the sharing of experiences. Pupils are taught about the core British values. Pupils have lessons on different types of families, such as single parents, living with grandparents or having two

	<p>mummies or two daddies. Pupils are also aware of the school's behaviour policy and this policy. The school makes it easy for pupils to report incidents through feeling boxes, the EWB TA and all staff.</p>
<p>Emotional and Well-Being Worker</p>	<p>The school employs a teaching assistant as an emotional and well-being worker. She runs additional circle time, mentors pupils and runs a daily lunchtime club.</p>
<p>Lead Behaviour Professional</p>	<p>The school also employs a teaching assistant to work as Lead Behaviour Professional. This TA is also a lunchtime supervisor and so knows all the pupils very well. Her role is to support pupils who feel they are being bullied, pupils who carry out bullying and any other children who experience problems with behaviour and friendship groups.</p>
<p>School Council</p>	<p>The school council was involved in the writing of this policy. Every class has representatives on the School Council. It provides pupils with a forum to share ideas and issues important to them.</p>
<p>Lunchtime Behaviour</p>	<p>Midday Supervisors record all incidents of unacceptable behaviour and these are passed to the Headteacher. A record of these is kept by the Headteacher so that incidents of bullying can be detected and dealt with.</p>
<p>Staff Supervision</p>	<p>At the start and end of the school day all doors are manned by staff so there is a twice daily point of contact for pupils and parents if they need to discuss bullying or behaviour issues. At playtimes staff supervise all areas of the playground and field, when it is in use. Teaching Assistants supervise the cloakrooms and corridors. Pupils are also well supervised during ICT lessons to ensure that cyber bullying can not occur.</p>
<p>School and Class Rules</p>	<p>These clearly state how pupils are expected to behave and are regularly discussed. Mobile phones are not allowed in school. Phones that are found are confiscated and must be</p>

	picked up by an adult. Success and good behaviour is rewarded and celebrated.
Involvement of Parents	All parents receive a copy of the policy. Parents are kept informed of any incidents and are asked to work with the school when their children are involved.

### Bullying Outside School

Schools are not directly responsible for poor behaviour and bullying off their premises although we do acknowledge that it takes place and the Headteacher has the power to discipline pupils for poor behaviour outside school. We encourage pupils not to suffer in silence and will always offer support, helping them inform parents and giving advice etc. The Headteacher will consider whether or not it is appropriate to notify the police or anti-social behaviour co-ordinator when such incidents are reported.

### Sanctions for Bullying

Sanctions will apply for incidents of bullying when appropriate. These will be in line with the school's Behaviour and Motivation Policy and will involve support from the following:

- Class teacher;
- Deputy Headteacher
- Headteacher
- Special Educational Needs Co-ordinator, if the pupil is identified for a Behavioural I.E.P.
- Advice may be sought from external agencies;
- Internal exclusions
- Fixed term exclusion for serious or persistent incidents;
- In extreme cases, where serious violence is involved or other strategies have not resolved the problem, then permanent exclusion may be considered.

If the incident is deemed serious then it will proceed quickly up the process with the intermediate stages being missed.

### Information on the Signs and Symptoms of Bullying

One or more of the behaviours listed below over a period of time may indicate that a child is being bullied.

- Unwilling to come to school – feigning illness like headaches, upset stomachs etc;
- Concentrates less in class, stops producing good quality work;
- Reluctance to go outside at playtime;
- Clings to adults on the playground;
- Isolates themselves on the playground, becoming withdrawn;
- Becoming distressed very easily;
- Has temper tantrums, impulsively hitting out;
- Has unexplained bruises or scratches;
- Possessions keep going missing or are damaged;
- Scared to walk to or from school if unaccompanied by parent;

- Anxious and insecure;
- Refuses to say what is wrong.

Any child may be bullied, and although none of these characteristics can excuse it, certain factors may make incidents of bullying more likely:

- Lacking close friends in school;
- Being shy;
- An over-protective family environment;
- Being from a different racial or ethnic group;
- Being different – eg stammering;
- Having special educational needs or a disability;
- Behaving inappropriately, intruding or being a 'nuisance';
- Possessing expensive items.

#### How can we help

- The curriculum offers opportunities for issues surrounding bullying to be raised and discussed, eg PSHE SEAL and Circle Time, role play, stories etc;
- Assemblies;
- Being vigilant on the playground and in the corridors and toilets;
- Help pupils clarify ideas and suggest school council as a forum, where appropriate;
- Mobile phones and other ICT devices belonging to pupils are not allowed in school. Staff must not have their mobiles out, in view. Staff must not use their own cameras in school.
- Pupils are discouraged from joining social networking sites as they are not old enough for these sites, such as Facebook
- Pupils are actively discouraged from using derogatory language,
- Always listen to complaints about bullying, however trivial, and follow them up;
- Take a calm, unemotional problem solving approach when dealing with incidents of bullying. Often this approach of resolving tensions and conflicts, and identifying a positive way forward is the best. If the response is one of blame and punishment then victims and onlookers may be unwilling to talk about it;
- Follow agreed procedures outlined in the Anti-bullying and Behaviour Policies.

#### Policy Review

This policy has been written in line with:

- DfE – Preventing and Tackling Bullying
- DfE – Behaviour and Discipline in Schools Guidance
- The Equality Act 2010
- OFSTED – Exploring the School's Actions to prevent Homophobic Bullying

It has also been formulated with the school council, teachers and Governors. The school informs the Governing body of the pattern and frequency of any forms of bullying and racist incidents.

The policy will be formally reviewed every two years – next review is Autumn 2017.

It should be read in conjunction with the following policies:

- Equal Opportunities Policy
- Single Equalities Policy
- Behaviour & Motivation Policy
- Physical Intervention Policy
- Special Education Needs Policy
- Child Protection Policy
- Whistle Blowing Policy
- ICT Policy, including Internet Usage Policy