

Barnby Dun Primary Academy- Anti-Bullying Policy.

Statement of intent.

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. We believe it is every child's entitlement to an education, free from humiliation, oppression or abuse of any kind. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to follow appropriate reporting procedures so the issue can be addressed at the earliest opportunity.

What is Bullying?

Bullying is the use of aggression with the **intent of hurting**, threatening or frightening another person. Bullying is the **deliberate**, unjustifiable, unprovoked use of force. It causes physical, emotional or mental distress to the victim. It violates a person's freedom and rights. Bullying is not an occasional fight or disagreement between two people. Bullying is **persistent** and can be perpetrated by an individual or group.

The Governing Body support the LA/DCSB definition:

'**Bullying** is the repetitive, intentional hurting of one person by another (s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace.

- Bullying behaviour deliberately causes hurt (either physically or emotionally)
- Bullying behaviour is repetitive (though one off incidents such as the posting of an image or sending of a text that is then forwarded to a group can quickly become repetitive)
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves)

Bullying is not:

- Teasing and banter between friends without intention to cause hurt
- Falling out between friends after a quarrel or disagreement
- Behaviour that all parties have consented to and enjoy (though coercion can be subtle).

Bullying can be:

- * Emotional being unfriendly, excluding, tormenting (hiding property, damaging property), threatening gestures

- * Physical deliberately pushing, hitting, kicking, pulling hair, any use of violence

- * Racist racial taunts, graffiti, gestures

- * Sexual unwanted physical contact or sexually abusive comment

- * Homophobic because of or focusing on the issue of sexuality, gender, identity

- * Verbal name calling, sarcasm, spreading rumours, mimicking, teasing

- * Cyber all areas of the Internet, such as E-mail misuse, threats via text messaging or phone calls, via the use of on-line communities such as X-Box Live, posting comments on Facebook

- * Manipulative ostracizing from peer group, spreading rumours

Bullying is often related to 'social categories' - race, gender, disability, sexuality, language, religion, Nationality. Bullies may seize upon aspects of body shape or appearance or focus upon parental, cultural or ethnically based lifestyles. Bullying frequently focuses on individual differences or anything that is implied to be different from the majority. In this respect, it undermines the school's work in promoting equal opportunities and teaching appropriate social and moral principles and responsibilities.

Cyber bullying

We acknowledge that we live in a world which is rapidly changing and technology has a far greater part in children's lives than ever before. E-safety and responsible use of technologies as a way to communicate is covered in detail in the curriculum, especially for upper key stage two. We educate children and parents in understanding that cyber bullying is different from other forms of bullying in the respect that one instance- i.e. one 'nasty' text message- could be defined as bullying as it could then be forwarded to many different people and thus classified as 'repetitive behaviour'. We regularly remind parents that social networking sites should not be used by children under 13. Any information aimed at parents which relates to E-safety is passed on.

Why is it important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everyone has the right to feel accepted and be treated with respect. Pupils who are bullying others need to learn different ways of behaving. We take very seriously our role in preparing children to be responsible citizens in a multi-cultural, diverse society.

Signs and Symptoms.

A child may indicate by signs or behaviour that she/he is being bullied. Adults should be aware of these possible signs and that they should investigate further if a child:

- is frightened walking to or home from school
- begs to be driven to school instead
- changes their usual routine
- is unwilling to go to school
- is unusually 'clingy' to adults
- begins to truant
- becomes withdrawn/anxious, or lacking in confidence
- starts stammering
- attempts to run away
- has nightmares or cries themselves to sleep
- feels ill in the mornings
- begins to do less well with their work
- comes home with damaged clothing/property
- has possessions which 'go missing'
- asks for extra money or steals it
- has dinner or other monies continually 'lost'
- has unexplained bruises/cuts/marks
- comes home hungry (money/lunch taken)
- becomes aggressive, unreasonable, disruptive, confrontational
- is bullying siblings or other friends
- stops eating
- is frightened to say what is wrong
- gives improbable excuses for any of the above
- is afraid to use the Internet or mobile phone
- is nervous/jumpy when they receive a message via text, E-mail
- wants to stay inside when usually they enjoy being out on the playground
- makes excuses to stay inside e.g. suddenly feeling unwell
- is unusually quiet in their friends' company
- isn't paying attention in class and this is unusual for them

Of course, these behaviours could indicate a variety of other problems, but Bullying should be considered as a possibility and investigated.

Developing positive relationships.

We are committed to developing positive relationships with all of our pupils so they see adults in school as professionals they can **trust** and who care about their well being and safety. Effective communication systems are the key to ensuring information is shared appropriately with relevant staff and all staff should work together to resolve suspected/confirmed cases of bullying. We have a number of adults working with each class, which we hope will make it easier for children to find the opportunity to share worries with someone they trust. Each class has a named Midday Supervisor.

Procedures.

1. Report Bullying incident to staff (most probably the class teacher).
2. In cases of serious bullying, incidents will be recorded by staff. Other staff, including Midday Supervisors, office staff, site manager will be alerted. Incidents of racist and other bullying will also be recorded via the monthly on-line Sims reporting system.
3. Staff will speak to the 'victim' and alleged bully to confirm details. Staff who deal with bullied pupils must always offer reassurance that they are not to blame.
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly.
5. In serious cases parents should be informed and will be asked to come in and discuss the problem.
6. If appropriate, the victim and bully will meet to discuss issues leading to resolution of the conflict.
7. Positive procedures will be put in place to encourage the bully to change their behaviour/attitude. The emphasis will always be on finding a solution. Programmes such as Circle of friends, play therapy, social skills group may be used.
8. Parents of the bully and victim will be involved in finding a solution, if appropriate.
9. If necessary and appropriate, the police will be consulted.

Information sharing.

We feel it is important to recognise that when parents share information with school staff about bullying that they may not wish or expect this information to be shared with others and acted upon immediately. Parents may wish, for example, that we just monitor the situation and make observations. When dealing with any information regarding bullying we always ask parents 'what

would you like me to do?' and their response will help shape our decisions about the most appropriate action. The exception to this, of course, would be if we felt a child was at risk of danger and therefore, child protection procedures would have to take priority.

Outcomes.

Sanctions may also have to be used.

1. The bully/bullies may be asked to genuinely apologise.
2. Parents may be contacted verbally or by letter.
3. If possible, the pupils will be reconciled.
4. In some cases, fixed term exclusions will be considered. The Chair of Governors will be informed.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

*** Every case is different and may require different solutions. Victims of bullying must always see issues are dealt with and resolved. ***

Role of parents.

- Parents should inform the school directly if they suspect any bullying- to the class teacher, Deputy or Head teacher.
- Parents should encourage their children to be friendly towards and tolerant of others.
- Parents should support the school if further action needs to be taken.

Strategies for pupils.

- We ensure all children are familiar with ways to report bullying that are direct (telling a trusted adult) and ways that are indirect. For example, each class has a 'worry box' where children (or their friends) can put notes in and know that the teacher/teaching assistant will read it and take appropriate action. Some classes may also have 'mood boards' as another possible system for children to let adults know they are worried and need someone to talk to.

Prevention/Anti-bullying work across the curriculum

Bullying is explored as a theme in PSHCE, through use of S.E.A.L. materials and other resources, and also as a cross-curricular theme. There are many ways for

helping children understand and be able to prevent bullying. As and when appropriate, these may include:

- each class writing and displaying their own set of rules
- children signing a behaviour contract/ home-school agreement
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying issues in class or assemblies
- role-play work
- having discussions about bullying e.g in circle time
- drama work on self-esteem and assertiveness
- ongoing discussion about our 6 Golden Rules - especially 'Do be kind and helpful' and 'Do be gentle'
- discussion work as part of Yr 6-7 transition

We always participate in the annual National Anti-bullying week. Up to date support materials from the 'Anti-bullying Alliance' are used- e.g. lesson plans, posters, books, flyers, etc. The ABA website is now used as a point of reference and contact. 'Actionwork' have provided valuable expertise and support for staff through workshops with all pupils and recent staff INSET. Leadership staff have recently attended training delivered by Stonewall on Lesbian, Gay, Bisexual and Transgender issues. The Stonewall website is used as a point of reference and suggested resources are used as appropriate. We are committed to teaching our children that families, and relationships within them, are not always the same. Instances of the use of homophobic and transphobic language are taken seriously and addressed in an age-appropriate way. Our curriculum includes topics like family, relationships and understanding of difference. Especially in SEAL, PSHCE and English but also during circle time and in any other subjects, teachers can develop children's appreciation of different families and relationships.

Work based around the Anti-bullying theme is displayed around school to ensure this important theme maintains a 'high profile'. Anti-bullying Ambassadors have undergone training and play a key role in this.

Investors In Pupils

There are natural links between our approach to educating pupils about Bullying issues and the five areas of Investors In pupils- behaviour, learning, attendance, induction, classroom management. For example, each class agrees their own Mission Statement at the start of the school year and regularly revisits it and class handbooks contain information about reporting procedures if children have concerns about bullying.

It is essential that new staff, pupils and parents are familiarised with this policy. Therefore it is included on our staff Induction Disc (developed as part of our I.I.P. work).

This policy is included in the Induction Pack for new Reception parents.

Policy written by C. Robinson- in consultation with school council, teachers and support staff, Parent Consultation Group

Links.

Behaviour, Safeguarding, E-safety, Vulnerable Pupil policies

S.E.N./D, Inclusion and all policies related to Equality

Staff training log-safeguarding

Log of visitors to school-pupil safety and well being

Nine staff have now undertaken the level 3 safeguarding training and attend the termly DSL network.

Level 1 safeguarding refresher training was delivered to teachers on 8.5.17

Level 1 safeguarding refresher training for support staff took place on 7.3.17 and 15.3.17

Reviewed September 2017

Next review September 2018

