St Bartholomew's Church of England Primary School
Anti-Bullying Policy

1 Context
1.1 Our School Values
St. Bartholomew's School has a family ethos that is based on Christian principles. In it we value all children as unique and encourage them to develop morally, spiritually, intellectually, physically, socially and creatively. In addition, we aim that all children should feel secure and confident, thus enabling them to thrive as learners. Therefore we believe that bullying behaviour of any sort, whether verbal, physical or psychological should not be tolerated at any level**.**

1.2 Purpose of the anti-bullying policy
This policy seeks to:
• Ensure the whole school community has a shared understanding of what bullying is and the detrimental impact it can have on wellbeing and achievement
• Ensure staff, parents, carers, and pupils work together to ensure a safe learning environment for all and to safeguard pupils who experience bullying
• Prevent, de-escalate and or stop any continuation of harmful behaviour
• Ensure all bullying behaviours and prejudiced based incidents are taken seriously, recorded and responded to in a proportionate and consistent way
• Encourage shared solutions so that those reporting bullying have an appropriate say in what happens next
• Ensure those using bullying behaviour are supported to change their behaviour
• Outline the consequences including sanctions for those who bullying
• Ensure everyone is mutually valued and respected and that in line with the Equality Act 2010 we aim to eliminate discrimination based on sex, gender identity, disability, ethnicity, sexual orientation, religion and belief
• Encourage pupils to adopt agreed standards of behaviour and values in order to develop a sense of right and wrong and the ability to take responsibility for their own actions.

Our stated commitment is that when a pupil or parent/carer speaks out about bullying:
• they will be listened to
• their concerns will be taken seriously
• the matters will be investigated
• together we will find a way to tackle it
• someone will be there to help and support them

2 Definitions
2.1 Bullying
In our school we use the definition of bullying outlined in the document "Bullying and prejudice – based incident recording and reporting guidance for Brighton & Hove Schools, 2015":

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Our School Council has developed a pupil friendly version of this definition of bullying which is:

Bullying is a behaviour which happens several times on purpose and hurts others.

We define cyber bullying as:
The use of information and communications technology (ICT), particularly mobile phones, the internet and social media to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others.

We recognise cyberbullying as an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. We recognise that cyberbullying can have a particularly negative impact because it can invade home and personal space. There are also challenges for example in controlling electronically circulated messages; the size of the audience; perceived anonymity; and even the profile of the person doing the bullying and their target. Ongoing changes to technology mean the methods used to bully keep evolving.

Bullying is not one-off acts of aggression or nastiness, such behaviours if repeated, however, may be viewed as bullying. In this policy and in our anti-bullying work we try to avoid referring to bullies and victims as these label pupils unhelpful ways.

We recognise that adults can use bullying behaviour and that adults can be bullied by pupils. This policy covers all bullying involving pupil. If an adult feels they are being bullied by another adult member of the community they are referred to our Dignity at Work Policy.

2.2   Friendship issues, relational conflict and bullying behaviour
We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be very upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem.   Staff will support pupils in relational conflict and manage it in reference to the Behaviour and Discipline Policy, if appropriate.

However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power when a group acts against an individual for example.

2.3   Forms of bullying
Bullying can take many forms:
* Physical bullying (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking, damaging or taking property)
* Verbal bullying (name calling, taunts put downs, threats, teasing, ridiculing, belittling, excessive criticism or sarcasm.)
* Emotional / psychological (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass)
* Cyber-bullying (sending nasty phone calls, text messages or in e-mails/chat rooms/social media.)

Bullying takes place where there is an imbalance of power of one person or persons over another. This can relate to
* the size of the individual,
* the strength of the individual
* the numbers or group size involved
* being from a majority rather than a minority group
* anonymity – through the use of cyberbullying or using email, social networking sites, texts etc.

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.

We participate in the Council's annual Safe and Well School Survey and in this pupils report that verbal bullying is the most common form of bullying.

When we get the results of the survey we analyse it as an SLT and use the findings to inform practice.

2.4   Prejudice-based bullying

Bullying is often motivated by prejudice against particular groups, on the grounds of ethnicity, religion and belief, sex, gender identity, sexual orientation or disability. It might be motivated by actual differences, perceived differences or as a result of association with someone else.

We record (on CPOMS) these forms of prejudiced based bullying by their type and report on them to the local authority. This is in recognition that these groups are protected by the Equality Act 2010 because of the prejudice experienced by some groups in the wider society. We also recognise that there are others groups of children and young people who may be vulnerable to bullying including children is in care, young carers or those with mental health issues. We recognise therefore that we sometimes have to look at develop specific work or practice to prevent bullying of groups of *pupils*. Some of these methods are listed in section 3.1.

2.5   Prejudiced based / hate incident

This is a one-off incident which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual. The impact of this expression of prejudice against an equality group whether intentional or not can be damaging and must therefore be responded to as a prejudice based or hate incident.

One-off incidents are not bullying, however we separately record prejudiced based incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

2.5   Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying in particular can mean that a child or young person can experience bullying throughout their day and including when they are at home. Therefore we act to prevent and respond to bullying outside of school as far as we are able to. We will sometimes seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

2.6   Being proactive

Bullying can seriously damage a child's confidence, sense of self-worth and future mental health, and they will often feel that they are at fault in some way. Pupils may not realise they are being bullied because of their age or special educational need. Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness or taking unusual absences. There may be evidence in work patterns, lacking concentration or truanting from school. These signs and symptoms may indicate other problems, but bullying is considered a possibility and will be investigated. Therefore, like other safeguarding issues staff aim not wait to be told of bullying to raise their concerns. We are also aware that some groups of pupils may find it harder to report bullying than others. For example, black and minority ethnic pupils might feel that reporting racism will put their friendship groups at risk or lesbian, gay, bisexual or transgender pupils might fear that reporting of bullying might cause staff to ask questions or make assumptions about their sexual orientation or gender identity. Wherever possible and appropriate we will involve those who are experiencing bullying in finding the solutions.

Staff must also be aware of those pupils who may for a range of reasons be more likely to use bullying behaviour towards others and should intervene early to prevent this.

The Safe and Well School Survey shows an overlap between the groups of pupils and students who report being bullied and those who report bullying. Therefore working with all those involved in bullying incidents is crucial.

3   Prevention of bullying

3.1   We use a range of strategies to prevent bullying behaviour:

- The school values of belonging, diversity and respect are promoted across the school day and the curriculum
- PSHE education and other curriculum subjects are used to promote social and emotional skills including those needed to work together, show empathy, build friendships, get support and help others
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning-Friendship groups.
- PSHE education lessons are used to develop understanding of safety and how to stay safe
- E-safety is taught across the curriculum and through assemblies and visual reminders around the school community
- PSHE education lessons are used to develop understanding of bullying, its impact and ways to respond to bullying situations. PSHE education is also used to develop understanding of similarity and differences and the unacceptability of all forms of prejudice and bullying
- Regular whole school assemblies are also used to develop understanding of bullying, its impact and encourage reporting
- The whole school participates in annual activities for anti-bullying week and a rolling programme of other events such as Black History Month, LGBT History Month, International Women's Day, Refugee Awareness Week, UK Disability History Month etc.
- Circle Time provides opportunities for dealing with issues that have arisen in the class and wider and a time to reflect
- The School Council provides a forum for discussing any bullying issues and for the *pupils* to decide ways of preventing it and supporting those who are bullied.
- We regularly survey pupils through the *Safe and Well School Survey* and use this to inform developments
- The Golden Rules are upheld at all times. All staff monitor behaviour and intervene when it becomes necessary to address friendship problems and prevent bullying from developing.
- High levels of playground supervision support positive play in the playground. Staff on playground duty will inform class teachers of any incidents.
- The school's commitment to train staff around anti-bullying strategies and behaviour management.

3.2   Staff training

All staff new to the school receive a copy of this policy. There is at least one annual training for all school staff on one aspect of bullying and we take care to ensure all staff are trained to understand the different forms bullying behaviour including cyber-bullying and are trained to identify, record and challenge prejudiced based bullying and incidents. We recognise that staff training is often needed to develop a full understanding of how bullying can affect specific groups of *pupils* and we access this from specialist services including for example Safety Net. When needed seek advice from the Council on training available locally and nationally.

4   Strategies for responding to bullying behaviour – a whole school approach

4.1   Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying.

Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community
- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to their School Council rep, or a playground buddy
- Anonymously reporting through a worry box
- Calling a confidential helpline such as ChildLine.

Parents and carers **must** inform us if they think or know there is a problem for their own child or for another child. They can do this by contacting the class teacher or SLT member via the office or by telephone or email .

4.2   Recording bullying
All incidents of bullying must be recorded. The member of staff who was told about the incident should record it on CPOMS copying in and informing the Head teacher/Deputy and Inclusion Lead. All incidents are recorded according to type and these are recorded on CPOMs so that we can monitor the individual incidents, but also monitor incidents across the school. This monitoring will inform the PSHE education curriculum and assemblies.

We also record prejudiced based incidents using the same system, but record them differently so that we can report on two separate data sets.

4.3   Risk assessment screening
In line with Brighton & Hove guidance we ask the targets of bullying the following risk assessment screening questions:
- Is the victim safe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice -based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the person answers yes to any of the four questions then our school will offer them or their parents or carers the option of a referral to the Police or Community Safety Casework Team who will then offer a full Hate and Anti-Social Behaviour Risk assessment and if necessary coordinate a multi-agency response taking into account the victim's wishes. This will ensure in partnership with the school that the victim / target is fully supported through the process of resolving bullying under Brighton and Hove Victim and Witness Service Standards.

The Community Safety Casework Team can be contacted by calling 01273 292735 or by e-mail at communitysafety.casework@brighton-hove.gov.uk. A duty officer is available Mon to Fri 0900-1700 to provide advice and guidance regarding any prejudiced based/hate incident concern. The Police can be contacted in an emergency on 999 or at other times on 101.

4.4   Responding to bullying
All pupils have a role to play to intervene to support their peers (if it is safe to do so) and to report bullying:
- Alert an adult in school to any concerns
- Talk to your friends about the situation
- Above all **always tell someone.** Adults will usually need to intervene to stop bullying
- All of us have a responsibility to avoid encouraging or inciting bullying and to not stand by and let someone else be harmed.

Pupils if you have been bullied:
- If you feel able to and it is safe to do so, ask the bully to stop, ignore it, say no and walk away
- Try not show you are upset or angry, but remember this is not your fault
- Tell a friend what is happening and ask for their support
- Tell a trusted adult in or out of school (ask a friend to go with you if it helps)
- Keep evidence of online bullying as it can be used as evidence
- Report anonymously through the worry box
- It is possible the situation will take time to resolve, but unless you tell someone we cannot help you.

Parents and carers
- Listen and talk to your child about the situation and discuss and agree next steps
- Contact the Head teacher/Deputy or Inclusion Lead if you are worried or concerned
- Monitor social networks/computer use
- Reinforce the value of good behaviour

School Staff
- Take seriously any report of bullying and ask the risk assessment screening questions described in section 4.3
- Record it on CPOMS and report it to SLT. (In cases of violence, aggression or when a crime has been committed SLT may report it to the Police and the Police will lead on the investigation)
- If a crime has not been committed SLT will then investigate the bullying case and will:
    - Speak with the person targeted for bullying and involving them in what they would like to happen next
    - Speak to the pupil /person carrying out the bullying behaviour and find out their perspectives
    - Find witnesses to explain what they saw
    - Contact and involve the parents and carers of those targeted and the parents and carers of those doing the bullying
- We will challenge the behaviour and ideas of the person doing the bullying and help them to understand that what they said or did was hurtful and not in line with the school's values, ethos or policies
- We will consider the intentions of the perpetrator before applying sanctions and consider carefully cases where the perpetrator was retaliating following ongoing bullying
- We will let other pupils that have witnessed the incident know that the behaviour was unacceptable and that it is being dealt with
- We will keep the target of bullying and their parents and carers informed about progress and any actions taken and a review date
- We will record on CPOMS whether the incident has been resolved and whether the target and their parents or carers are satisfied with the outcome
- We will identify clear times to 'check in' with those involved (and including parents and carers) to ensure issues have been resolved.

Where bullying behaviour is denied and evidence is hard to find those involved will be closely observed and monitored. The pupil saying they are being bullied will be asked to record and report any incidents which cause them concern.

Head teacher and governors
- Reports of bullying and prejudiced based incidents will be made by the Head teacher / SLT to the governing body
- The Head teacher and the governing body will monitor the effectiveness of this policy in discussion with the School Council and the staff in school and will be involved in any unresolved concerns raised by *pupils* or parents and carers about bullying in the school community.

4.5   Interventions to support responses to bullying
As a school we are committed to ensure that those who have used bullying behaviours understand the impact of this and the unacceptability of bullying inside school and wider. We use our learning mentors to provide this educational input.

4.5   Sanctions
Sanctions by themselves are unlikely to change bullying behaviour but sanctions in line with the school's Behaviour and Discipline Policy will be used where appropriate and to send a clear message about the seriousness of the behaviour. These might include:
- Loss of Golden Time
- Excluded from break time and lunch time

- Accompanied to areas of the school where bullying took place
- Involvement of the Neighbourhood Schools Officer (the Police)
- Exclusion from certain areas of premises
- Fixed Term exclusion
- Permanent exclusion
- Parents and carers of those involved will be informed of any action taken.
- Records will be kept on pupils' files.

Complaints

If a parent or carer thinks the school has not resolved a situation effectively then they should follow the school's complaint policy. This can be found on the school website.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

5 Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Date: June 2019
Date of next review: January 2020
Ratified by Governors: June 2019

Appendix 1

Tips for schools: Supporting and communicating with parents and carers about bullying

Parents and carers through the Parents' Forum have told us that generally schools are doing a good job in resolving bullying, but could do better in involving and communicating with them. These tips have been put together by the Council, the Parents Forum and other Community and Voluntary Sector organisations to improve this.

General good practice:
- Provide new families to the school with information about anti-bullying and equality practice in your school (including the Brighton & Hove leaflet for parents and carers)
- Provide regular communications to all parents and carers about bullying and prejudice based incidents (including definitions and how to recognise signs and support their child)
- Inform parents and carers about the range of work the school is doing to encourage positive behaviour and respect for others and when possible involve parents and carers in planned activities (such as those for anti-bullying week)
- Encourage positive behaviour and respect for others inside and outside of school
- Share good practice with other staff and schools
- Ensure appropriate confidentiality is maintained when bullying is disclosed.

Communicating with parents and carers:
- Recognise that parents and carers want what's best for their child and therefore adopt a non-judgemental and respectful attitude
- Recognise that parents and carers come with their own experiences, including negative ones around these issues and this may inform how they present
- Be explicit when communicating an issue regarding bullying and clarify what you have explained to them to ensure understanding
- Avoid jargon and acronyms when communicating with parents and carers
- Listen to parents and carers' concerns and advise them that you will record the incident, investigate and that the issue will be taken seriously
- Ask the parent, carer and child what they would like to happen and agree actions together
- Agree a timescale for the actions, agree when the school will feedback and identify a named person for the family and child to talk with
- Keep parents and carers informed about what is happening with their child at school – both the parents of the child that is being bullied and the child exhibiting bullying behaviour and do this as an issue emerges rather than when it has become serious or embedded
- Signpost to support services and give them information about bullying, including the school's Anti-Bullying Policy and Behaviour Policy
- Keep written notes of conversations so there is an accurate record of what you were told and the action you have taken
- Feedback to parents and carers within agreed timescales after the incident has been reported and then follow-up after another period of time (a month) to ensure that the matter has been resolved
- Ensure parents and carers know how to make a complaint or take the matter further.
- For further support in developing whole school approaches to anti-bullying and equality email **pshe@brighton-hove.gov.uk**