



**Policy:**      Anti-Bullying Policy

Date Reviewed by Staff:	13/11/18
Date Reviewed by Education Committee:	28/11/18
Date Ratified by Full Governing Body:	
Next Review Date: (3 years unless otherwise advised)	September 2021

## **Our Values and Vision**

At Barrington Primary School we uphold and nurture our children by encouraging the values of co-operation, caring, consideration and courtesy. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves.

We will create a safe, healthy and happy school community in which children and adults are cherished and valued.

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 objectives:**

Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying behaviour is regarded as unacceptable, and by tackling it consistently, fairly and effectively when it does occur.

The school also regards the acceptance of bullying as being similarly serious. Those who stand by and let bullying happen are accomplices to the act, and may therefore be regarded as bullies in their own right.

This policy outlines what Barrington Primary School will do to prevent and tackle all forms of bullying. We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

### **2) Our school community:**

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- 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-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 can take many forms, including:

- physical aggression, both actual and threatened
- the use of put-down comments or insulte.g.with regard to another child's family, their race, their (perceived) sexuality, personal cleanliness, etc
- name calling, including homophobia and racism

- deliberately lying about what other people have done
- damage to or appropriation of a person's property
- deliberate exclusion from activities and friendship groups
- the setting up of humiliating experiences
- intimidation and threatening behaviour, including blackmail
- more subtle forms can include nasty looks, emails, texts, anonymous phone calls, producing offensive graffiti, gossiping, spreading hurtful and untruthful rumours and pointedly laughing/giggling at or whispering about someone
- finding a weakness and exploiting it

The Barrington School Parliament agreed that whatever its form, bullying consists of the following factors:

- it is ongoing and frequently repetitive, and takes place over a period of time
- it is deliberate
- it is based on a difference in power (age, strength, confidence, number of friends, etc.)
- it has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely.

Bullying can happen to adults as well as to children.

Bullying is more than the falling out between friends or peers. Arguments, differences of opinion or disagreements that arise from time to time are not bullying. They are an aspect of life which, however unfortunate, occasionally happen and are part of the growing up process. We still support pupils who experience this.

Pupils' understanding of the word 'bullying' varies with age. KS1 and Foundation Stage children may confuse bullying with fighting and nasty experiences generally – making it difficult to identify actual bullying. KS2 children develop a more mature understanding of the difference between bullying and general falling out.

Barrington School defines bullying as 'a persistent and intentional act that causes distress to another child'.

#### **4) Forms of bullying covered by this Policy**

- Bullying can happen to anyone. This policy covers all types of bullying including:
- Bullying related to race, religion or culture.
- Bullying related to SEND (Special Educational Needs or Disability).
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to sexual orientation (homophobic bullying).
- Bullying of young carers, children in care or otherwise related to home circumstances.
- Sexist, sexual and transphobic bullying.
- Bullying via technology, known as online or cyberbullying.

#### **5) Preventing, identifying and responding to bullying**

- Assemblies and the PSHE curriculum provide regular opportunities to discuss behaviour and relationships

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.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- 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.
- Consider all 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 small group work to develop relationships.
- 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 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).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring.
- Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the school's attention which involves or affects pupils even when they are not on school premises, for example when using school transport or online etc.
- Actively create "safe spaces" for vulnerable children and young people. Eg. space outside the classroom, re-route entry/exit in to the classroom.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Celebrate that children develop and learn in different ways and at different rates
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.

## **6) Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour policy
- Complaints procedure
- Safeguarding and Child Protection policies
- Online Safety and Acceptable Use Policies (AUPs)
- Data Protection

## **7) Links to legislation**

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986
- The Computer Misuse Act 1990

## **8) Roles and Responsibilities**

### **The role of children**

Where children are the targets of bullying behaviour, they have several options:

To tell a trustworthy friend

To tell a trusted adult, such as a member of staff or a parent

To tell a House Captain or member of the well-being ministry

To stand up to the person who is using bullying behaviour and tell them to stop (using the 'High 5' strategies)

When children witness or are aware that bullying behaviour is happening, it is their duty to do something about it. Although this situation can be hard, they must always do the right thing, which would mean supporting the child who is being upset or intimidated. This will mean they have to:

Tell their teacher

Tell another member of staff

Tell their parents or another trusted adult

A child who deliberately lets bullying continue, for whatever reason, and who does not seek help with the situation, is likely to be considered to be assisting bullying behaviour, and will be dealt with accordingly.

Children who use bullying behaviour may often need additional support themselves, as it is often a sign of unhappiness, insecurity or loneliness. This does not, however, justify the use of such damaging behaviour against others, and the child will be dealt with according to the school's Behaviour Policy. If a child is identified as a bully, then it is highly likely that their parents will be invited in to help provide support, and to be told of their child's behaviour.

### **The role of teachers and other staff**

All claims of bullying should be taken seriously and investigated promptly.

If a suspected incident of bullying is reported to a member of staff, other than the class teacher, the class teacher should be informed.

A member of staff should speak to the child/children involved. This may be on an individual or group basis, depending on the member of staff's interpretation of the incident.

The member of staff should try to ascertain the true details by:

Taking the incident seriously

Keeping calm, acting with fairness

Listening to both/all sides of the reported incident

Reassuring the victim

Ensuring that all parties involved understand what behaviour/action is being and caused disapproval.

All suspected incidents of bullying should be reported to a member of the SMT/ Head teacher. The member of staff involved and SLT/Head teacher will inform the parents involved if proven.

If a reported incident is judged to be bullying then a copy of key details relating to the victim[s] and bully[ies] must go in the pupil's personal file. This report should include:

Who was involved?

Where and when the event[s] occurred.

What happened?

What action was taken?

How action was followed up?

When incidents have been identified as bullying, and a report has been made, parents of both parties should be informed and involved in the agreed course of action.

Sanctions should be used as appropriate and in consultation with all parties concerned. This is in accordance with the school's Behaviour, Inclusion and Equalities policies.

It must be remembered that both the bully[ies] and the victim[s] may need help to prevent the actions re-occurring. In response to most incidents this will be provided by the school and home. However, on rare occasions, outside support may become involved.

### **The role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of the Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

### **The role of parents**

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. This meeting will be recorded on a 'Record of an Allegation of Bullying' form.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. This is achieved by the school actively seeking to work with parents alongside the child.

Parents are on no account to approach another child or parent without first involving the Headteacher or other Senior Staff member. Experience has shown that when the school is involved, issues and concerns are likely to be resolved with acceptable outcomes.

### **9) Strategies in school to prevent bullying behaviour**

The school uses a five-step approach (The 'High 5') to support children dealing with bullying:

1. Ignore it (don't give the behaviour any attention as this may provoke further incidents)
2. Talk politely (Keep calm and use good manners to treat the other person as you would like them to treat you)
3. Walk away (Take yourself out of the situation)
4. Talk firmly (State very clearly that you do not like being spoken to like this, it is not acceptable. Do not swear or threaten)
5. Report it (find a member of staff and tell them exactly what was said and by whom).

We expect staff to listen to pupils by providing opportunities for them to express their views and opinions ie circle time.

Teachers should make use of cross-curricular activities, SEAL material in PSHEe, assembly themes and RE

The staff team supports groups/ individual children with their social and emotional development:

When a concern about bullying is reported, the class teacher will meet with the person raising the concern, and the following protocol will be followed:

A record of an allegation of bullying form is filled out and an investigation is launched

A second meeting with the class teacher, the person raising the concern and other staff involved in any investigation is called no more than two weeks after the initial meeting. A review of bullying form will be completed at this meeting.

Parents are informed of incidents where appropriate.

Records are kept by the Head for inclusion in the behaviour tracking files.

Use is made of structured, constructive activities and equipment on the playground. Mid-day supervisors are deployed effectively.

Maintain a consistent approach to unacceptable behaviour by all members of staff

Positive behaviour is praised and acknowledged through school's reward system

Sanctions as outlined in the school's Behaviour/Discipline Policy include:

- Behaviour reflection time at break and lunchtime
- Behaviour contracts
- Mentoring
- Time out
- Internal exclusions
- Being excluded from school

**10) Monitoring and review, putting policy into practice:**

This policy will be monitored and reviewed in: July 2019







MEMBER OF STAFF

PERSON MAKING THE ALLEGATION

# BARRINGTON PRIMARY SCHOOL

## REVIEW OF AN ALLEGATION OF BULLYING

NAME OF THE TARGETED CHILD:	CLASS:
NAME(S) OF THE ALLEGED PERPETRATORS:	CLASS:
DATE OF ALLEGATION:	DATE OF REVIEW:

<b>REVIEW OF THE CURRENT SITUATION:</b>	
VIEWS OF THE TARGETED CHILD:	
VIEWS OF THE ALLEGED PERPETRATORS:	
<b>RECOMMENDED ACTIONS:</b>	
<b>SIGNED:</b>	
	PARENT / CARER
	CLASSTEACHER
	HEADTEACHER



# BARRINGTON PRIMARY SCHOOL

## Saying "No!" to Bullying







