

PROMOTING POSITIVE OPPORTUNITIES FOR ALL

***BRIGHSTONE C.E.  
PRIMARY SCHOOL***



# **Anti-Bullying Policy**

**Date Agreed:** 19<sup>th</sup> April 2018

**Review Date:** April 2019

**Signed:** Didi Nicholson  
**Chair of the Board of Governors**

| Revision No. | Date Issued                         | Prepared By | Approved | Comments                      |
|--------------|-------------------------------------|-------------|----------|-------------------------------|
| 1            | Jan 2015 Child Friendly Policy      | SP          |          |                               |
| 2            | March 2016<br>Child Friendly Policy | SP          | DBS      | Annual update – minor changes |
| 3            | 7 <sup>th</sup> March 2017          | JW          | S&P      | Annual update                 |
| 4            | 19 <sup>th</sup> April 2018         | BR          | S&P      | Annual update                 |

*We believe that every child is unique and should be given the opportunity to fulfil their potential in a supportive and caring Christian environment.*

*All the governors and staff at Brighstone CE Aided Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place in order to support the families, children and staff of the school.*

#### **Rationale for challenging bullying behaviour**

- Bullying is unacceptable;
- All children regardless of age; disability; gender; gender reassignment; race; religion or belief; sex; sexual orientation, home environment, cultural or financial background, or ability are entitled to feel secure in the school environment;
- Bullying makes pupils unhappy;
- Pupils who are being bullied are unlikely to concentrate fully on their school work;
- Some pupils avoid being bullied by not going to school;
- Pupils who observe unchallenged bullying behaviour are likely to copy this anti-social example;
- The reputation of Brighstone CE Primary School as an effective and caring school would be damaged if the behaviour were unchallenged.

#### **Aim**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at school.

#### **Definition of bullying**

In our school bullying is defined as targeted and persistent hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. This is explained to the children as Several, Times, On, Purpose.

Types of bullying are identified as:

- emotional (e.g. hurting people's feelings, leaving individuals out)
- physical (e.g. hitting, kicking, theft)
- verbal (e.g. name calling)
- racist (e.g. calling of names, graffiti)
- homophobic (e.g. name calling, hurting people's feelings)

- sexist (e.g.name calling, hurting people’s feelings)
- cyber (e.g. saying unkind things by text, e-mail, messenger services etc)

**HOWEVER, IT MANIFESTS ITSELF, BULLYING WILL NOT BE TOLERATED IN BRIGHSTONE CE PRIMARY SCHOOL**

Occasional fighting or quarrelling between children should not automatically be called bullying. Bullying is Several Times on Purpose.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. Pupils must be encouraged to report bullying.

Teaching and support staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with the school policy.

**Statutory duty of schools**

Headteachers have a legal duty under the School Standards and Framework Act to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

**Preventative Steps**

The promotion of a caring, sharing, supportive school environment where pupils manifest high self-esteem is the best prevention of bullying behaviour.

A whole school approach is judged to be the most effective and this involves action at various levels:

- School ethos
- Policy development
- Curriculum development – Values curriculum activities, PSHE, Circle time, Buddy Systems, Well Being team, School Council, Positive Anti-Bullying Programme
- Support and training for adults and pupils in school
- Environmental design – play zones, friendship stops, displays
- Working in partnership with parents, pupils and the broader community

Identifying victim risk factors and addressing them, indicators such as:

- Lacking close friends;
- Being shy;
- Coming from an overprotective family environment;
- Being from a different racial or ethnic group to the majority;
- Being different in some obvious respect from the majority;
- Having special educational needs;
- Having low self-esteem/confidence;
- Lacking awareness of avoidance strategies;
- Being a ‘proactive victim’- a child who behaves inappropriately with others, barging in on games or being a nuisance.

Pupils should be encouraged to be proactive when involved in or witnessing bullying behaviour by:

- Not allowing someone to be deliberately left out of a group;
- Not smiling or laughing when someone is being bullied;

- Telling a member of staff what is happening;
- Encouraging the bullied pupil to join in with their activities or groups; Playground Champions
- Telling the bullying pupil to stop what they are doing;
- Showing the bullying pupil they disapprove of their actions.

### **Dealing with any Incidents of Bullying**

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- If the incident is of a serious nature a clear account of the incident will be recorded on a record sheet and given to the Headteacher to be discussed at SLT and Staff meeting;
- If appropriate the Headteacher will interview all concerned and will record the incident on the Bullying Allegation form in Appendix 1;
- If appropriate the accused and victim will be spoken to together and parents informed;
- Class teachers will be kept informed and if it persists advise other appropriate staff;
- Parents will be kept informed;
- The Headteacher will monitor the situation and report back to parents the outcomes of any involvement;
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff;
- Reassuring the pupil;
- Offering continuous support;
- Restoring self-esteem and confidence;
- Staff monitoring.

Pupils who have bullied will be helped by:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong doing and need to change;
- Informing parents or guardians to help change the attitude of the pupil;
- Staff monitoring.

The following disciplinary steps can and may be taken:

- Official warnings to cease offending;
- Exclusion from certain areas of school premises;
- Minor fixed-term exclusion;
- Major fixed-term exclusion;
- Permanent exclusion.

Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in values curriculum activities, reflection time, PSHE, circle time, class time, assemblies and subject areas and anti-bullying themed lessons as appropriate.

### **Parents and Carers**

Parents and carers have a crucial part to play in encouraging their children to behave appropriately in school. It is important that the child sees home and school working in harmony. If a parent perceives a 'bullying'

problem they should bring it to the attention of their child's class teacher. The school will always listen carefully remembering children often behave differently at school to home and may only tell half a story. This should be taken into account when parents are discussing concerns with the school. It is important children learn to share, take turns and also take 'no' for an answer. They cannot always have what they want, and life may seem unfair. Adults' behaviour towards each other can set a good example to the children of how to behave responsibly when they reach adulthood.

### **Incidents of bullying outside the school's premises**

Although schools are not directly responsible for bullying off the school premises, we would still encourage victims "not to suffer in silence". Actions the school could take, if deemed appropriate, include:

- talking to the local police about the problems within the Community;
  - talking to the Head of Brighstone CE Primary School whose pupils are involved in bullying off the premises.
- Bullying can also take place via text messages, Messenger and other means of 'cyber communication'. This often happens out of school hours but has implications for the parties involved when they are in school. We would always talk to pupils and parents about the issues and take their concerns seriously.

### **Adult Bullying**

From time to time, adults behave inappropriately towards each other. If any parent feels that they are being treated inappropriately within our school community, they must report this to the Headteacher immediately. On occasions, when a parent suspects another child of inappropriate behaviour towards their own child, they try to take matters into their own hands. This can result in:

- parents approaching other parents in groups;
- inappropriate verbal exchanges in front of pupils;
- a breakdown in communication.

If children are experiencing problems with other children, parents must not try to take matters into their own hands. Parents confronting other parents or pupils in the playground is not acceptable and could be viewed as bullying. The school should be informed immediately of any concerns so that we may intervene to resolve the problem to ensure our school community remains a happy, safe and enjoyable place where everyone wants to be.

### **Governor Monitoring**

The Safeguarding Governor will be responsible for regularly monitoring any Bullying Allegation forms and following up on how the incident was dealt with. Incidents of bullying are reported in the Headteacher's report at full governors' meetings every term. Should the Headteacher have any serious concerns about a bullying allegation these will be shared immediately with the Chair of Governors.

Any racist incidents will be immediately reported to the Local Authority and the Chair of Governors.

Questions on bullying are included in Pupil Safety Surveys and Parent Surveys and responses are reported to the Governing Body.

### **Policy Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school and on the school website. This original policy (2014) was sent to all parents and reviewed by school council members. Parents and children were able to express their views, all of which were taken into account when writing this policy. This policy is to be read in conjunction with the following policies:

- Accessibility Plan
- Child Protection/Safeguarding Policy
- Complaints Procedures
- E-Safety Policy
- Single Equalities Policy
- SEN Policy

Appendix 1

**BULLYING ALLEGATION FORM**

|                              |                      |
|------------------------------|----------------------|
| Brighstone CE Primary School |                      |
| Date of Incident:            | Concern reported by: |
| Concern reported to:         | Position             |

|       |       |
|-------|-------|
| Names | Class |
|       |       |

Brief summary of the allegation:

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Brief summary of the incident resulting from investigation:

Details of action taken:

|   |  |
|---|--|
| Checked for earlier incidents involving the same pupils |  |
| Notified parents/carers                                 |  |
| Individual discussion with pupils involved              |  |
| Group discussion with pupils involved                   |  |
| Notified class teacher                                  |  |
| Medical treatment                                       |  |
| Specific support from staff                             |  |
| Follow up date set                                      |  |

Follow-up record:

| Date | Action taken by | Brief description of action | outcome |
|------|-----------------|-----------------------------|---------|
|      |                 |                             |         |
|      |                 |                             |         |
|      |                 |                             |         |
|      |                 |                             |         |

Bullying stopped – Yes/No

Further action to be taken:

Any other comments:

School Voice

What action has been taken to resolve the problem and how effective has it been?

Pupil Voice

How well did we deal with the problem? How do you feel now?

Parent voice

How satisfied are you with the way in which the situation has been dealt with?