



## Anti-Bullying Policy

Date	Review Date	Coordinator	Nominated Governor
September 2020	September 2021	Simon Beswick	Sue Smith

### **Bullying and Discrimination:**

We take bullying very seriously at Barton Clough Primary and adopt a zero tolerance approach to all bullying behaviour and discrimination.

### **Bullying and Discrimination including Racism and Homophobia will not be tolerated in Barton Clough Primary School.**

We recognise that bullying and/or discrimination may occur within any school and that we, as a school, have a responsibility to deal with related incidents promptly and sensitively. We also need to attempt to identify and deal with the causes of bullying or discriminatory behaviour and to reduce opportunities for these to occur.

### **What is Bullying?**

We refer to “**bullying behaviour**” rather than bullies. This suggests that bullying is one of a range of behaviours and that the individual is able to choose an alternative.

Children often use behaviour towards each other that, whilst not acceptable, would not be helpful to label as bullying. This might include calling each other names, pushing each other around etc. It can be hard to decide where to draw the line between the two. Behaviour would be classed as bullying when it is deliberately designed to distress or provoke, when it involves deliberate physical harm, is not reciprocal, is persistent or severe or seeks to involve other people in the activity against a particular child.

It is important that Barton Clough takes bullying issues seriously and helps to keep the situation in perspective.

Bullying is behaviour that attempts to hurt, frighten, embarrass or intimidate another person. Bullying can take many forms, it can be **physical or verbal** e.g. name calling, hurting, teasing, sarcasm, spreading rumours, **emotional**, e.g. excluding and social isolation, hiding possessions, extortion. Bullying can also be seen in the form of deliberate harassment on the grounds of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment. (See Equality Act 2010, and the school’s Equality Scheme)

Bullying behaviour may occur as an isolated incident or over a period of time. (An isolated incident may occur because a child/adult is under stress for some reason and this does not necessarily mean the behaviour will continue).

Bullying does not only occur with children. The principles of this policy relate to adults and children; pupils, staff, parents, visitors.

## Definition of Bullying:

At Barton Clough we see bullying as:-

- When a child is repeatedly singled out to be 'picked on' either physically, verbally or psychologically
- Where the actions are deliberate and sustained,
- When the focus is on one child
- When the intention is to hurt, isolate or humiliate an individual
- When the actions are designed to be kept secret

**A child may feel that they cannot or should not report bullying.** They may fear that:

- they will not be taken seriously
- no one will 'really' listen
- it might make things worse
- they might get into trouble themselves

## Possible Signs and Symptoms

There could be several explanations for any of the following behaviours but the **possibility of bullying** should be considered seriously if a child:

- Becomes withdrawn
- Is frightened of walking to or from school
- Becomes unwilling to go to school or arrives/leaves late/early
- Begins to do badly in their schoolwork or suffers lack of concentration
- General unhappiness or anxiety
- The child wanting to remain with adults
- Sudden outbursts not in common with the child's normal behaviour
- Seeks extra attention
- Appears depressed
- Is unable to speak/is very quiet
- Regularly "loses" possessions or money, becomes distressed, cries easily, and has nightmares
- Becomes disruptive or aggressive
- Starts stealing
- Is frightened to say what's wrong
- Is unable to sleep
- Self-harm
- Eating patterns change
- Wets the bed
- Runs away or attempts/talks about suicide
- Physical symptoms could include headaches, stomach aches, fainting, fits, vomiting or hyperventilation.

In order to address the issue of bullying successfully we have to do more than simply deal with the symptoms i.e. bullying incidents. We need to attempt to identify and deal with the underlying causes of bullying behaviour.

## Causes of Bullying

Children may demonstrate bullying behaviour for many reasons. These could include:

- They may have been bullied themselves.
- They may lack the social and communication skills necessary for expressing their feelings and needs appropriately.
- They may feel insecure or inadequate.
- They may come from a background where it is acceptable to use aggression.
- They may come from a family who find it difficult to set appropriate boundaries.
- They may bully others as a response to a range of emotional upsets.
- They may join a bullying 'gang' in order to avoid being bullied themselves.
- They may want to be 'noticed'
- They may be angry.
- They may have low self-esteem/feel bad about themselves.

## Victims of Bullying

**Anyone can be a victim of bullying** but victims often include children/adults who:

- ❖ Are timid, sensitive or shy
- ❖ Are socially isolated from peers
- ❖ Are seen as different in some way; this could be because they are bright, have special educational needs, are from a minority group or minority racial/cultural background, wear glasses, have a disability, are overweight, etc.
- ❖ Have low self-esteem.

## Ways to Reduce Bullying at Barton Clough

- ❖ Being a listening school
- ❖ Agreed school Values
- ❖ Atmosphere that encourages children to talk about their worries
- ❖ All adults being good role models
- ❖ Restorative Practice – 'fixing/resolving the harm created'
- ❖ 'Spiritual Moral Social and Cultural' provision across the school
- ❖ Consistent approach by all staff towards bullying behaviour
- ❖ Use of the PSHE lessons focused on 'No Outsiders' scheme
- ❖ Circle Time
- ❖ Clear expectations about behaviour expected in school
- ❖ Anti-Bullying Policy is owned and adhered to by the whole school
- ❖ Anti-Bullying events (e.g. Anti-Bullying Week, Friendship Clubs, Festival Assemblies, Black History Month, suspended timetable activities)
- ❖ ChildLine workshops and assemblies
- ❖ E-Safety rules, policies and events
- ❖ School teaching the value of and appreciation of difference
- ❖ School Council
- ❖ Pupil/Staff/Parent Surveys
- ❖ Playground activities provided and encouraged
- ❖ Prompt and sensitive response to any incidents that occur
- ❖ Use of the curriculum and out of school activities to help children look at bullying and related issues

- ❖ Good liaison with parents to discuss and disseminate the school's view on behaviour and discipline issues
- ❖ Detailed Equality Scheme and Accessibility Plan owned and adhered to by the whole school

## Rights and Responsibilities

### Rights of Pupils

All pupils have the right:

- To be part of a safe, caring well-ordered school
- To be valued as an individual irrespective of disability, sex, age, religion or belief, sexual orientation, gender reassignment
- To be allowed to learn
- To have appropriate help and support from all school staff
- To know whom they can tell if they have any concerns about bullying issues
- To know their concerns will be taken seriously and dealt with promptly and sensitively
- To be listened to
- To be treated with fairness and equality of opportunity

### Responsibilities of Pupils

The school expects pupils:

- To work within the school Behaviour Management and Anti-Bullying Policy
- Not to tolerate any form of bullying and/or discrimination, e.g. racism/homophobia
- To report bullying and/or discrimination
- To be supportive to victims of bullying

### Rights of Staff (See also Whistle-Blowing Policy)

- To work in a safe, caring, well ordered school
- To be valued as an individual irrespective of race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment
- To be allowed to carry out their work
- Expect pupils to give them the opportunity to help solve any problems of bullying
- To be treated with fairness and equality of opportunity
- To be listened to
- To have appropriate help and support from all school staff
- To know whom they can tell if they have any concerns about bullying issues
- To know their concerns will be taken seriously and dealt with promptly and sensitively

### Responsibilities of Staff

- To establish a climate of trust and respect for all.
- Every incident of bullying/discrimination that is reported will be taken seriously and properly investigated in a thorough, fair and respectful manner
- Full support will be offered to people who try to help stop bullying by reporting it
- Full support will be given to victims of bullying
- Pupils involved in bullying behaviour will be given the opportunity to discuss incidents in an atmosphere of openness and concern
- Pupils involved in bullying behaviour will be offered help to learn alternative behaviours
- To report incidents of bullying behaviour by another member of staff, a parent, a governor or another adult associated with the school
- To challenge inequality, racism, bullying and all forms of discrimination
- By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. Classroom staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place.

## Rights of Parents

Parents have the right to:

- Know the contents of the school policy on Behaviour and Anti-Bullying
- Expect that all reported incidents of bullying and racism will be dealt with promptly and sensitively
- Be welcomed into school to discuss problems with bullying and the school's response to it
- Be informed if their child has been involved in a bullying situation and kept informed of any actions taken to try and resolve the situation

## Responsibilities of Parents

School expects parents:

- To recognise that not all behaviour problems can be labelled 'bullying'
- To support the school's policies and guidelines for behaviour
- To work with their children and the school
- To be good role models whenever on the school grounds
- To create an attitude of tolerance and respect for others
- To inform school of any incidents
- To accept responsibility of any incidents that start and develop outside school
- To want to be part of a positive, caring partnership with the school
- To treat bullying behaviour seriously
- To speak out - Pupils must recognise that being a "bystander" is not acceptable. Silence supports bullying behaviour.

**School also expects parents to speak with an adult at school, not directly to somebody else's child.**

## The Role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from school. This policy statement makes it very clear that the governing body does not tolerate bullying and that any incidents of bullying that do occur will be 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 Head Teacher to keep accurate records of all incidents of bullying and to report to the governors termly on the number of instances of bullying and 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 Head Teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

### **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.

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. 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.

### **Procedures for Reporting and Responding to Bullying:**

It should be remembered that the whole purpose of any action taken by staff against bullying behaviour is to enable all pupils to come to school and to enjoy a happy and secure environment. Parents, pupils and staff should be left in no doubt that bullying, in all its forms, will not be tolerated.

- All staff watch out for early signs of distress as detailed above. Staff understand that whilst these behaviours may be symptomatic of other problems, they may be early signs of bullying.
- Bullying allegations can come from a number of different sources including from the child, child's friends, parent/carer or staff member. All allegations will be listened to, taken seriously and acted upon.
- In the first instance the member of staff must follow our school **Behaviour Management Policy**.
- Where an incident of reported bullying behaviour occurs, this must be reported to the class teacher.
- The class teacher will then investigate and take action according to our school policy. If bullying behaviour is identified or if potential bullying is suspected the class teacher will inform the Leadership Team and then implement **Responding to Bullying Incidents**.

## Responding to Bullying Incidents

When bullying has been reported or observed then the following 8 steps will be taken:

- 1. Interview with the victim.** When a teacher finds out that bullying has happened they start by talking to the victim about his/her feelings and ask the victim to explain, in their own words, about what has been happening.
- 2. Interview the pupil/s involved.** The teacher arranges to meet with the pupil/s who have been involved, this may include by-standers. The victim must give permission for this to take place and feel easy about it. Initially the teacher will speak to the pupils involved separately and then convene a meeting that will include bystanders or colluders who joined in but did not initiate bullying.
- 3. Explain the problem.** The teacher tells them about the way the victim is feeling.
- 4. Share responsibility.** The teacher does not attribute blame but states that they know that the pupil/s are responsible and can do something about it.
- 5. Ask the pupil/s for ideas.** The pupil/s are encouraged to suggest a way in which the victim could be helped to feel happier. The teacher gives some positive responses but will not go on to extract a promise of improved behaviour.
- 6. Involving SLT and parents.** The class teacher informs the Assistant Headteacher who convenes meetings with the class teacher and parent/carers of both the victim and the perpetrator. A plan of action will be agreed, implemented and monitored by both the class teacher and SLT which includes another meeting for in a few weeks time to discuss how things have been. All actions are to be recorded on CPOMS.
- 7. Monitor.** Class teacher to monitor the situation with regular check-ins with the victim. A decision will be made about how best to do this based on the bullying incident and how the victim feels. If behaviour does not improve or there are further incidents, the class teacher and Assistant Headteacher inform the Headteacher who convenes a further meeting with the parent/carers of both the victim and the perpetrator. Headteacher informs about seriousness of consequences if behaviour is not immediately addressed. Situation monitored and reviewed within agreed timescale.
- 8. Review meeting.** Review meeting, set at the initial parent meeting, takes place with parents, class teacher and the Assistant Headteacher to discuss all pupils. If at this point there is still a concern about behaviour, various different external agencies may be made aware. These could be - Educational Psychologist, Police (If a child is over 10 years of age they are criminally responsible). A Pastoral Support Plan (PSP) could be put in place, possibly leading to a fixed term exclusion if there is no improvement.

## Cyberbullying

Cyberbullying can be defined as the use of *Information and Communications Technology (ICT)*, particularly *mobile phones/devices and the internet*, deliberately to *upset, tease, threaten or abuse someone else*. It can

be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty 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.

There are many ways cyber bullies can target someone, e.g. via text message; instant messenger services; social network sites; email; images or videos posted on the internet or spread via mobile phones.

**Cyberbullying, like all bullying, is taken very seriously at Barton Clough Primary School. It is never acceptable.**

Barton Clough records and monitors incidents of cyberbullying in the same way as all other forms of bullying.

Although cyberbullying is not a specific criminal offence, there are criminal laws that can apply in terms of harassment and threatening and menacing communications. Schools should contact the police if they feel that the law has been broken. In fact, some cyberbullying activities could be criminal offences under a range of different laws. The age of criminal responsibility in the UK starts at 10.

**Other Related Documentation:**

- Teaching and Learning Policy
- Safeguarding Policy including Safer Recruitment
- Physical Restraint Policy
- Child Protection Policy
- Whistle Blowing Policy
- Equality Scheme and Accessibility Plan
- Accessibility Policy
- Special Educational Needs and Disability Policy
- Provision Mapping
- E-Safety, acceptable use and Social Media Policy
- PSHE Policies
- Social and Emotional Aspects of Learning (SEAL) programme

<b>Executive Headteacher</b>	Simon Beswick	<b>Date:</b>	24 <sup>th</sup> September
<b>Chair of Governing Body:</b>	Sue Smith	<b>Date:</b>	30 <sup>th</sup> September