

ANTI BULLYING POLICY

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1.0 INTRODUCTION

Bretnside Primary Academy is committed to promoting equality, diversity and an inclusive and supportive environment for its children and staff. It affirms the rights of individuals to be treated fairly and with respect. We recognise that the most effective way of minimising bullying is to provide a positive atmosphere of caring and friendship, though the ethos of the school and our key school values. Every child and member of staff here at BPA should be valued and be able to learn and work without anxiety or fear of bullying.

2.0 AIMS

Bullying is unacceptable at BPA and as such, we aim to:

- Develop a school ethos in which bullying is regarded as unacceptable and where everyone has responsibility to be proactive in ensuring that bullying is challenged and reported.
- Provide a safe and secure environment in which all everyone can learn and work without anxiety, humiliation, harassment, oppression or abuse.
- Respond effectively to any bullying incidents that may occur
- Ensure all children, parents, staff, governors and others connected with the school are aware of our opposition to bullying and know that appropriate action will be taken if bullying occurs.
- Ensure that everyone takes responsibility for the prevention and elimination of bullying in our school.

3.0 WHAT IS BULLYING?

Bullying is a behaviour by an individual or group of people, usually repeated over time, which intentionally hurt an individual or a group physically or emotionally. This behaviour is often based upon an imbalance of power. It can be aggressive and is intended to cause fear, distress or harm a person's body, feeling and self-esteem. All of the types of behaviour listed below are unacceptable and will not be tolerated at BPA.

The main types of bullying are Verbal, indirect and physical. We use the acronym **VIP** to remember these.

- **Verbal bullying:**

The repeated, negative use of speech or verbal gestures, to intentionally hurt others for example; hurtful words, offensive language, swearing and discriminatory language.

- **Indirect bullying:**

This is the repeated, negative use of actions which are neither verbal nor physical to intentionally hurt others. There are many types of indirect bullying some are harder than others to recognise and understand. They include - *Emotional/psychological* – excluding someone from a group, humiliation, teasing about personal issues/features (weight, looks etc). *Verbal* – name-calling, insulting a person's family, threats of physical violence, spreading rumours, constantly putting a person down, teasing about likes and body features. *Homophobic* – insulting language/gestures based on a person's actual or perceived sexuality, name-calling, graffiti, homophobic violence.

Racist – insulting languages/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti, racially motivated violence. *Sexual* – sexually insulting language/gestures, name-calling, graffiti, and unwanted physical contact. *Cyber bullying* – bullying by text message, bullying on the internet (in chat rooms, on bulletin boards and through instant messaging services) hate websites. Posting inappropriate and personal images about another person online.

- **Physical bullying:**

The repeated, negative use of body contact to intentionally hurt others. Examples include kicking, punching, pinching, slapping and tripping

4.0 LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES

- Safeguarding Policy (Child Protection Policy)
- Online safety Policy
- Equality Policy
- Behaviour Policy
- Complaints Policy
- Vexatious Complaints Policy
- Home School Agreement

5.0 RIGHTS AND RESPONSIBILITIES

It is the right of every child and member of staff at BPA to:

- Feel safe from verbal, mental and physical abuse on their way to and from school and whilst at school.
- Be addressed by their correct name.
- Not have their feelings hurt about the way they look and sound.
- Not be subjected to derogatory name-calling, insult, racist jokes, discussions, ridicule and abuse.

6.0 SIGNS AND SYMPTOMS

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

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Becomes withdrawn anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens self-harm
- Cries themselves to sleep at night or has nightmares/bedwetting
- Regularly feels ill in the morning
- Begins to do poorly in school work

- Comes home with clothes torn or books damaged
- Has possessions go “missing”
- Has unexplained cuts or bruises
- Becomes unreasonable when dealing with school issues
- Stops eating
- Is frightened to say what’s wrong
- Gives improbable excuses for any of the above

7.0 REPORTING BULLYING / BULLYING CONCERNS

At BPA we are committed to taking any incidents of bullying, or suspected bullying, which do arise very seriously. It is the responsibility of all members of the school community to report concerns they have about bullying or suspected bullying, including:

- Teachers
- Teaching Assistants
- Lunch time staff
- Parents
- Other pupils

All of these concerns should be referred to the SLT immediately.

It is important that any individual, who may have received bullying behaviour, feels safe to report any concerns they have as soon as possible. Information about clear communication channels for reporting any incident are shared with children and parents. They are also displayed around the school.

8.0 PROCEDURES

All reported incidents will be taken seriously and investigated involving all parties.

These procedures will be as followed:

- Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored in the personal records of both the victim and the perpetrator(s). The information stored will be used to ensure individual incidents are followed up.
- Notes recorded will be used to inform Best Practice leads/ Assistant Heads and the Head teacher
- Parents will be informed
- An appropriate response to the situation will happen, such as: solution focused, restorative approach, circle of friends, individual work with victim and/or perpetrator, referral to outside agencies if appropriate (agreed by Assistant Heads/Head teacher)
- If the bullying persists, the Assistant Heads or Head teacher will meet with the parents of both parties and decide on appropriate action.

9.0 SUPPORT

9.1 Victim

Support for the victim is essential both immediately following the incident and during an agreed period of review. Peer support, staff support, parental support and outside agency support may all be essential to ensure that the victim does not suffer any long-term effects. After a period, staff will meet with the victim to reassess the situation and the relationship between those involved.

Children who have been bullied will be supported by:

- being offered an immediate opportunity to discuss the experience with an adult of their choice
- being offered continuous support
- restoring self-esteem and confidence

9.2 Perpetrator(s)

It is recognised that support must also be given to the perpetrator. Disciplinary procedures against the perpetrator(s) are intended to change or modify the behaviour rather than label anyone as a bully.

Such procedures may include:

- Positive behaviour strategies
- Withdrawal of activities
- The establishment of mentoring or a buddy system
- Discussion about the effects of bullying
- Involvement of other agencies and services such as an Educational Psychologist, play therapist and the Behaviour Support Team

10.0 STRATEGIES TO PREVENTING BULLYING

Everyone is responsible for ensuring that bullying is not tolerated at BPA. As a community we have a complete commitment towards promoting and implementing the most effective strategies to prevent bullying. These strategies include:

- PSHE lessons are implemented across the school to promote our pupil's social and emotional wellbeing and raise self esteem
- Promoting a strong school ethos which encourages mutual respect and consideration for all individuals through the school values. These are reinforced through assemblies. In class, playtime provision and supervision
- Parent's views towards bullying invited through parental questionnaires and information
- Years one to six learn about internet safety
- The staff and pupil Anti-Bullying Ambassadors are well supported in their work by the Headteacher, the governor representative and positive behaviour is promoted through the behaviour policy, our curriculum and assemblies.
- In addition to fulfilling their day to day duties, the Ambassadors organise profile events, days and anti-bullying weeks and support the implementation of this policy through regular in class discussions.
- Staff training and development for all staff. Ensuring all staff are aware of those vulnerable groups or individuals in school through regular communications under the direction of SLT

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk

Cyberbullying

- Cyberbullying.org www.cyberbullying.org
- Childnet International: www.childnet.com
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Show Racism the Red Card: www.srrc.org/educational

11.0 MONITORING AND REVIEW: PUTTING POLICY INTO PRACTICE

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's action planning
- The Head teacher will be informed of bullying concerns, as appropriate.
- The Head teacher will report on a regular basis to the governing body on incidents of bullying, including outcomes.