

BURTON C of E PRIMARY SCHOOL

ANTI-BULLYING POLICY



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Contents

Aims	3
What is bullying?	3
Why are we against bullying?	3
Types of bullying	4
Signs and symptoms of bullying	5
What causes bullying?	5
How can we prevent bullying?	6
How we will respond to bullying?	6
Recommended procedures for reporting bullying	10
Support agencies	11

Aims and objectives

We do all we can to prevent bullying and to provide a safe place for children in which they are supported to manage their own emotions, behaviours and show tolerance and respect for one another - bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

As part of our safeguarding procedures, and in line with the latest Keeping Children Safe in Education, this policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

What is bullying?

- Bullying is **repeated** behaviour which is **intended** to hurt someone either physically or emotionally
- Bullying **deliberately** makes another person feel uncomfortable, distressed or threatened.
- Bullying often involves an imbalance in power
- Bullying happens **Several Times On Purpose**
- Bullying makes those being bullied feel powerless to defend themselves.

Bullying can be inflicted on a child by another child, or by an adult. Bullying can take many forms (including cyber-bullying), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender / gender identity, sexual orientation, special educational need or disability or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Why are we against bullying?

As a Church School we believe in developing the whole child academically, physically, emotionally and socially. Our Christian Ethos and most centrally, our Core Christian Values of **Compassion, Friendship and Reverence** form the foundations of our approach to teaching and learning and our interactions with pupils, parents and colleagues. We firmly believe that developing strong, positive relationships with the children is the bedrock on which we can support them to engage and excel. We want to send our pupils on to secondary school and out into the wider community as well-rounded, competent, confident and compassionate young people with aspirations and the desire to make a difference.

Our **Burton Code** sets the standards and expectations that we have of how the children should behave in school and the vision of '**Belong Believe Achieve**' underpins, drives and gives purpose to our curriculum.

Bullying of any kind is unacceptable at our school.



What types of bullying are there?

Direct Bullying:

- Verbal bullying is saying or writing mean things. Verbal bullying includes: persistent name calling, sarcasm, spreading rumours and teasing
- Physical bullying involves hurting a person's body or possessions. Physical bullying includes: pushing, kicking, hitting, punching or any use of violence – or threat to use violence.
- Bullying related to the nine protected characteristics in the Equality Act 2010 or any other vulnerable groups (see below)

Indirect Bullying:

Social or Emotional bullying involves hurting someone's reputation or relationships. This includes

- being unfriendly,
- leaving someone out on purpose;
- telling other children not to be friends with someone;
- spreading rumours about someone;
- embarrassing someone in public;
- repeatedly taking and hiding someone's belongings
- tormenting or threatening behaviour

Other ways in which bullying may occur:

- Cyber bullying is any form of bullying which takes place online and may occur through smartphones, tablets, social networking sites, messaging apps, gaming sites and chat rooms. Please see the Computing, Acceptable Use and Safer Digital Practices policy, section 10.
- As a school we recognise that primary children should not be in social media groups due to age restrictions. Any bullying taking part in these forums, out of school, will be directed to the parents to resolve.
- Racist bullying focuses on differences in pupil's race, ethnicity, nationality colour or culture. This could take the form of racial taunts, graffiti or gestures.
- Sexual bullying includes unwanted physical contact or inappropriate sexual comments. Upskirting, which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; is a specific example of abusive behaviour which has been linked to online bullying and grooming. **Upskirting is a criminal offence and should be reported to the Police.**
- Homophobic bullying is bullying behaviour which focusses on the issue of sexuality.

Bullying often starts with apparently trivial events such as teasing and name calling which nevertheless rely on an abuse of power. Such abuses of power, if left unchallenged, can lead to more serious forms of abuse.

Bullying is a type of behaviour which needs to be defined by the impact on the child being bullied rather than by the intention of the perpetrator.

Some children and adults may be more vulnerable to bullying due to their personal circumstances. These may include any of the nine protected characteristics in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership,

pregnancy and maternity, race, religion or belief, sex, sexual orientation. Other vulnerabilities can be appearance, health conditions, home circumstances, poverty, SEN, being Young Carers.

What are the signs and symptoms of bullying?

A child may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs.

Children **may**:

- be frightened of walking to or from school or change route
- make changes to their usual routine
- be unwilling to go to school (school phobic)
- demonstrate changes in behaviour
 - become withdrawn, anxious or lacking in confidence
 - become aggressive, abusive, disruptive or unreasonable
 - change in attitude towards learning
 - work performance may begin to drop
 - eating habits
- start stammering
- threaten or attempt to run away
- cry themselves to sleep at night or have nightmares
- feel ill in the morning
- come home with clothes torn, property damaged or 'missing'
- ask for money or start stealing money
- have unexplained cuts or bruises
- come home 'starving'
- bully others
- appear frightened to say what is wrong
- be afraid to use the internet or mobile phone
- be nervous or jumpy when an online message is received
- give improbable excuses for their behaviour.
- threaten or attempts suicide
- threaten or attempts self-harm

What causes Bullying?

People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure
- because they are being bullied themselves

- because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)
- a response to a family or other social situation
- mental health issues.

How can we prevent Bullying?

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

As a school, we aim to foster a clear understanding that bullying, in any form, is not acceptable. This is done by:

- Developing a clear anti-bullying policy and practice.
- Regular review of the schools behaviour policy and its impact.
- Regular praise of positive and supportive behaviour.
- Work in school which develops empathy and emotional intelligence through our PSHE curriculum (JIGSAW).
- Open discussion through the 'No Outsiders' programme
- Treating incidents seriously and dealing with them immediately.
- Monitoring and recording of incidents.
- Employing strategies to deal with bullying effectively and in a timely manner to prevent escalation.
- Providing ELSA and Pastoral support to those who are vulnerable to or at risk of perpetrating bullying behaviour.
- Teaching positive behaviours such as resilience and compassion through PSHE, Stormbreaks and our Whole School Worship.
- Actively teaching pupils to say 'No!' to bullies, walk away and tell someone they trust about what has happened.
- Ensuring children have a trusted adult in school who they can speak to.
- Teaching and support staff being available and vigilant at breaktimes.
- Engaging speakers and visitors from a range of charities, organisations and backgrounds to challenge and break down stereotypes and prejudice.
- Communication with parents.

How will we respond to Bullying?

Our school will respond promptly and effectively to reported incidents of bullying.

- Support should be offered to children for whom English is not their first language to communicate needs and concerns;
- Children should be able to approach any member of staff within the organisation with personal concerns.
- Staff will take all reports of bullying seriously
- Clear messages will be given that the bullying behaviour is not acceptable

- Any incidents of bullying will be recorded on the schools online system CPOMS.
- Children who have been bullied will be supported and, where appropriate, offered ELSA or pastoral support.
- Children who are perpetrating bullying behaviour will receive an appropriate sanction and support / intervention to understand why their behaviour is not acceptable.
- The focus should be on the bullying behaviour rather than the child and where possible, the reasons for the behaviour should be explored and dealt with. A clear explanation of the extent of the upset the bullying has caused should be given and encouragement to see the bullied child's points of view.
- A restorative approach and the use of restorative enquiry and subsequent mediation between those involved can provide an opportunity to meet the needs of all concerned. The child who has been bullied has the chance to say how they have been affected. The opportunity is provided for the child doing the bullying to understand the impact of their actions and to make amends.
- Both the child engaged in bullying behaviour and those who are the target of bullying should then be closely monitored. The times, places and circumstances in which the risk of bullying is greatest should be ascertained and action taken to reduce the risk of recurrence.
- Information will be communicated to all staff as necessary to ensure close monitoring of behaviour and safety of individuals.
- Parents of all parties will be informed by the teacher or Headteacher wherever necessary – particularly where acts of bullying have continued after the initial incident has been dealt with.
- Parents of all parties will always be informed where the bullying has happened online
- Where initial discussions, support and sanctions have proved ineffective, the Headteacher, DHT or SENDCO may:
 - establish a behaviour plan;
 - investigate other root causes of the behaviour displayed;
 - contact external support agencies;
 - inform the safeguarding governor of the situation and actions to date
 - consider internal / external exclusions

Roles

The role of governors

The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and expect any incidents of bullying that do occur to be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy. 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.

A parent who is dissatisfied with the way the school has dealt with bullying can ask the chair of governors to look into the matter. 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 them to conduct an investigation into the case, and to report back to a representative of the governing body. Please see the school complaints procedures.

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 identify and 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 a class circle time as the forum in which to discuss with other children why this behaviour was wrong, and why there are consequences. Whole school worship may also be used to set standards and expectations on behaviour and to give a message to the whole school on anti-bullying themes. The Burton Code is an agreed set of behaviour expectations that children are expected to adhere to. We aim for this to be a default way of behaving rather than purely a response to sanctions and rewards. The school uses JIGSAW lessons to support learning.

The Headteacher ensures that all staff, including lunchtime staff, receives sufficient training to be equipped to identify and 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 teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep records of all behaviour related incidents that happen in their class, and that they are aware of in the school on CPOMS and ensure that class teachers are notified when dealing with incidents in the wider school setting. All incidents recorded in CPOMS as 'Behaviour incidents' will automatically be flagged up to the DHT so that patterns and repeat behaviours can be identified and monitored. When an adult becomes aware of an incident of bullying, or suspected bullying, they will investigate and record their findings. They will inform the Headteacher of the outcomes. In serious cases of bullying the matter will be referred to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied (the victim) and ensure an appropriate sanction for the perpetrator. Staff will liaise with the parents of both parties as necessary to ensure consistency of messages and communication.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. The use of JIGSAW lessons, and circle time within this, are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere as well as to support learning of acceptable positive behaviour.

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. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure and refer the matter to the School Governors.

Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. They can also support the school by being a good role model themselves. On the school premises it is expected that all parents will behave with dignity and respect and will avoid any situations of confrontation or unpleasantness with other adults – other parents or staff.

Parental Bullying

Unfortunately it is not unknown for a vulnerable child and his or her family to be bullied by other parents, whether wittingly or otherwise. This can take the form of encouraging ostracisation by other parents and children and actually verbally abusing the parents or children themselves.

This is totally unacceptable behaviour and will not be tolerated at our school. Any parent engaging in such bullying behaviour towards other children or families runs the risk of being excluded from the school site – if necessary with the backing of a court order.

As a church school we operate from a position of tolerance and forgiveness and expect our parents to respect this. We have a duty to educate children from all backgrounds and of all abilities, including those who are emotionally vulnerable and behaviourally challenging. We are an inclusive school and are proud to be so.

The role of pupils

All pupils have the right to feel safe. Pupils are encouraged to tell anybody they trust if they are or think they are being bullied, and if the bullying continues, they must keep on letting people know. They are also encouraged not to take the role of bystander but to stand up and speak up if they identify any bullying behaviours within the school.

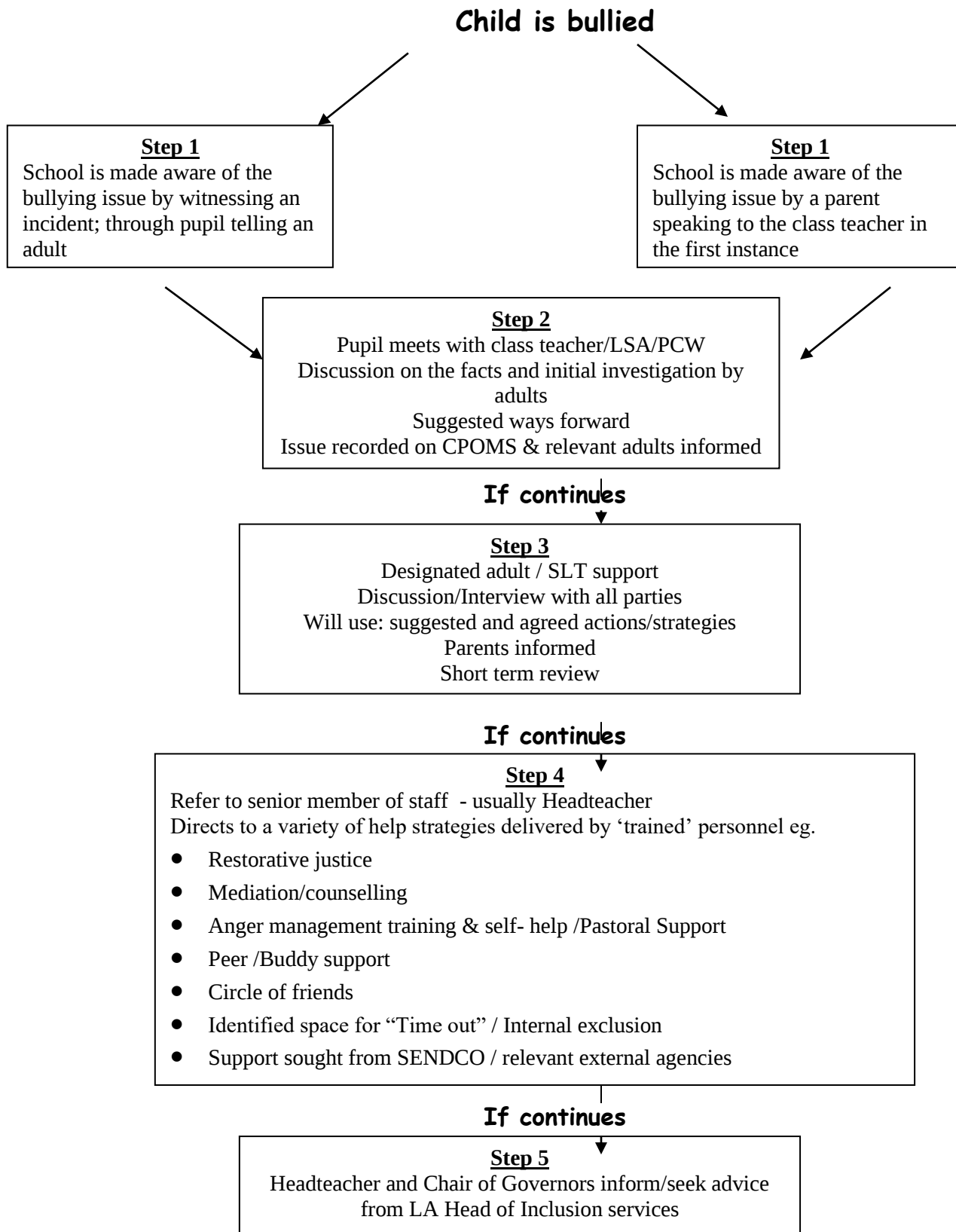
Pupils are taught to know the difference between one off acts of unkindness and the repeated nature of bullying. They are expected to work towards behaviour which reflects the values of the Burton Code and to support their peers in following this code.

Pupils are invited to tell us their views about a range of school issues, including bullying, in PSHE lessons through circle time, through the pupil governors and through discussion with governors or visitors

Appendix 1

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING

PATHWAYS OF HELP



Appendix 2

Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying

08000 1111

<https://www.childline.org.uk/>

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

www.cyberbullying.org

Childnet - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while online <https://www.childnet.com/>

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Gov.uk

<https://www.gov.uk/bullying-at-school>