

## ANTI-BULLYING POLICY

At Banister Primary School (in line with 'Every Child Matters') staff, parents/carers and children work together to create a happy, caring and safe learning environment. Everyone at our school is equal and are to treat each other with respect and kindness. We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community.

Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

### Aims

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is alright to tell.
- ◆ To listen to parents/carers and keep them informed of actions taken in response to a complaint.
- ◆ A full investigation will follow any report of bullying with detailed records kept of incidents, reports and complaints.
- ◆ To take appropriate action, including exclusion in cases of severe bullying.
- ◆ To monitor incidents of bullying during the school year by the Headteacher which will be reported in the annual Safeguarding Position statement.

The school will follow *Preventing and tackling bullying; advice for head teachers, staff and governing bodies* as the overarching anti-bullying guidance from DCFS in October 2014.

The victim(s), their friend(s), their parents/carers or other interested people may bring bullying to the attention of any member of staff.

### Definition

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms:

- Verbal e.g. name-calling, threatening, repeated teasing, making offensive comments
- Physical e.g. hitting, kicking, scratching, hair pulling
- Excluding people from groups
- Gossiping and spreading hurtful and untruthful rumours
- Taking or damaging belongings
- Cyber bullying – inappropriate text messaging and e mailing: sending offensive or degrading images by phone or via the internet.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders'.

Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying related to young carers or looked after children or otherwise related to home circumstances.
- sexist or sexual bullying

Bullying is often motivated by prejudice against particular groups, for example of grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual difference between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority by emotional bullying can be more damaging than physical; teachers and school have to make their own judgements about each specific case (*Preventing and tackling bullying October 2014*)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444862/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf)

### **Reporting and Responding to Bullying**

Our school has clear systems to report bullying for the whole school community (including staff, parents/carers, children and young people), this includes those who are victims of bullying or have witnessed bullying behaviour (bystanders)

In response to a complaint of bullying, the discipline procedures should be followed, where all staff could contribute a full investigation "The Preventing and Tackling" bullying guidance issued in 2014 does not require written records to be kept – however in extreme cases we will do so. Where appropriate the process we will take will be as follows.

1. Never ignore suspected bullying.
2. Do not make premature assumptions.
3. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
4. Identify the bully/bullies and any witnesses.
5. Interview witnesses and listen carefully to all accounts
6. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
7. If the bully owns up, make it understood that bullying is not acceptable at Banister Primary School and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
8. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
9. Hold separate discussions with parents/carers of bully and victim.
10. Sanctions for the bully include:
  - withdrawal from favoured activities, for example school visit
  - loss of breaktimes/lunchtimes for an appropriate period of time
  - barred from school during lunchtimes for an appropriate period of time
  - fixed period of exclusion from school.

11. Provide a Pastoral Support Programme for the victim with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
12. Provide a Pastoral Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.
13. Record all allegations of bullying or inappropriate behaviour on CPOMS, under the correct headings.
14. If a case is deemed serious, the anti-bullying co-ordinator will complete the serious case proforma and keep in file. This will be monitored on a daily basis.
15. For cases that are not serious the class teacher will monitor on a weekly basis and report any further incidences to the anti-bullying co-ordinator. If there are not further incidences for half a term the case is closed and anything further happens a new case will be opened with reference made to previous case. Any new allegations should be dealt with accordingly. Any severe cases which cannot be resolved by school, may result in referral to Local Authority anti-bullying co-ordinator.

### **Strategies for Preventing Bullying**

As the main way to prevent bullying is to create an ethos of good behaviour where pupils treat each other and school with respect, and to teach children about the importance of understanding and tolerating differences between people (*DCFE Preventing and tackling bullying*) the following strategies will be used:

- All members of the school community will have a consistent approach to behaviour (see behaviour policy) and reinforce expectations of behaviour, promoting good behaviour choices.
- All members of the school community will promote respect and equality and ensure that difference and diversity is celebrated.
- As part of the curriculum classes will discuss behaviour, how to treat one another and what to do when they are upset by another person's behaviour.
- Cyber –bullying will be taught as part of the ICT curriculum.
- During Anti-bullying week in November the whole school spends time on considering the current national theme. This is delivered through assemblies, displays, classroom-based activities using age-appropriate activities. One day of this week will be focused on Cyber – bullying.
- Years 1-6 have an elected Learning Council member who will convey pupil ideas and suggestions for creating a caring learning environment.
- Playground leaders will support children in positive play at playtimes and lunchtimes.
- Emotional support or nurture groups will be given to any child who may need it.
- A worry monster will be visible in any classroom so pupils have a confidential post box to write down their concerns.
- In order to reduce incidents of bullying and recognise bullies, all staff watch for early signs of distress in pupils. We listen, believe, and act.
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The emphasis on any strategy used should always be one of showing a caring and listening approach.

## **Roles and responsibilities**

The school has an anti-bullying coordinator who is responsible for ensuring that the policy is followed and to carry out training with all members of staff which includes the training of CPOMS. All bullying incidents are reported on CPOMS, for the anti-bullying co-ordinator to see, who then decides which member of staff is responsible to follow it up. This will always be at teacher level or senior management. If the anti-bullying co-ordinator considers it to be potentially a serious case, it will be reported to the head teacher who will decide whether she or the anti-bullying co-ordinator takes responsibility for this case.

The nominated Governor with the responsibility for Anti-bullying (behaviour) is:

## **Involvement of the School Community**

It is recognised that Bullying has an impact on the wider school community including children who witness such behaviour, staff and parents.

- Parents will be made aware of the contents of the Anti-bullying Policy and are encouraged to report immediately any concerns they may have about behaviour. As a school we expect parents to reinforce at home the importance of good behaviour and to support any sanctions the school may give to a perpetrator of bullying.
- Pupils will be asked to complete questionnaire regularly. The results of these will be analysed and compared with previous years.
- Governors will keep up to date with the Anti-bullying and behaviour policies of the school and challenge senior leaders on its impact around the school. They will be kept informed about incidents of bullying in school via the Head teacher's Report.

## **Bullying off the School Premises**

We are not directly responsible for bullying off the school premises; however, if both the victim and the bully are from Banister Primary School, the school may bring it to the notice of parents and support pupils if felt appropriate.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will consider if it is appropriate to notify police. (Preventing and tackling bullying guidelines)

Where possible, we shall support pupils, who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the Headteacher of another school whose pupils are bullying off school premises.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

There are many different forms of bullying and all are unacceptable. Please find different types of bullying listed below:

## **Cyber-Bullying**

Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessorised as people forward on content at a click.

At Banister Primary School the issue of cyber-bullying is explicitly tackled during our Anti-bullying week which is held annually. We also discuss how to stay safe on the internet as part of our ICT curriculum. At Banister Primary School we recognise that this is a fast developing area and that we

need to remain vigilant and be prepared to respond to a possible increase in incident in the future potentially against both pupils and staff.

### **Bullying Directed Towards Race, Disability or LGBT**

We will not tolerate bullying against anyone because of his or her race, gender, or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, ability or disability.

### **Racial Bullying/Harassment**

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategies in the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents on CPOMA. We have a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Banister Primary School guarantees confidentiality and support for those being bullied. Racial incidents are reported to the Governing Body and LEA as required.

### **Special Education Needs or Disabilities**

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.

We make sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character e.g. boys playing football poorly should not be told they play like girls.

We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say 'No' or to get help. A named mentor/friend is appointed for the pupil to confide in.

If the bullying is serious, we undertake a full investigation, including a full discussion with witnesses, recording incidents on CPOMS and contacting parents/carers. Discipline procedures are implemented.

High attainers, gifted or talented pupils can also be affected by bullying. Teachers should treat this as seriously as any other type of bullying.

### **LGBT**

LGBT bullying will not be tolerated. If a child receives verbal abuse, physical threats or attacks, A full investigation will be carried out and the incidents recorded on CPOMS. We have a duty to develop children's understanding of diversity and equal rights in PSHE and Citizenship lessons and in Religious Education lessons.

Banister Primary School guarantees confidentiality and support for those being bullied.

## Evaluating the policy

The policy will be reviewed and updated at least once every two years (alongside the school Behaviour policy). The policy review will be linked to the School Improvement Plan.

This policy needs to be read in conjunction with the following policies:

- Safeguarding Policy
- Behaviour Policy
- SEN Policy
- Equalities Policy

Adopted Sept 20<sup>th</sup> 2012

Last reviewed January 2017

## Legislative Links

Schools' duty to promote good behaviour: Section 89 Education and Inspections Act 2006 and Education (Independent School Standards England) Regulations 2010.

Power to tackle poor behaviour outside school

The Equality Act 2010

## Further information

### Useful Documents and Resources

CSIE	Index for Inclusion 2002: Developing Learning and Participation in Schools
RE	Learning for All – Standards for Racial Equality in Schools 2001
DfES	The Use of Force to Control or Restrain Pupils (Circular 10/98, reviewed July 2013))
DfES/Home Office	Social Inclusion: Pupil Support 10/99 – archived
DFES	Access to education for children and young people with medical needs 2001
DfES/ Home Office	School Security: Dealing with Troublemakers 1997
DFES	Aiming High - Raising the Attainment of Minority Ethnic Pupils 2003
The Stationery Office	Bullying – Don't Suffer in Silence (Circular 0064/2000) An Anti-bullying Pack for Schools
The Stationery Office	Discipline in schools: Report of the Committee of Enquiry Chaired by Lord Elton 1989 (Reprinted 1997)

See specialist organisation links in the Preventing and tackling bullying advice for head teachers, staff and governing bodies 2014

Education and Inspections Act 2006

*Safe to learn: Embedding anti-bullying work in schools* is the overarching anti-bullying guidance for schools and was launched in September 2007.