

School Policy for
Anti-Bullying

Braunstone Community
Primary School



Policy Statement

This Policy is written with reference to current government guidance on Preventing and Tackling Bullying (DfE 2014)

Our Vision

Through positive aspirations and energy from all within our community, we want to develop independent, happy learners who are challenged to take their place on a global level. At Braunstone Community Primary School we want every adult and child to believe in themselves, be inspired to succeed and be the best that they can be. We want them to be proud of their individual achievements and to realise that dreams and possibilities are endless. By working together in a supportive and safe environment, confidently taking risks, every child will be equipped with the skills that they will need to flourish well into adulthood. Through close, strong partnerships with our parents and community we will continue to raise the understanding of what every child needs on an academic, social, personal and emotional level.

We aim for continued improvement and success on our upward journey where everyone is valued regardless of their differences and similarities.

We aim to provide a curriculum that presents an accurate reflection of the world today, provides positive and balanced images and is accessible to all children regardless of race, creed, gender or disability. The implementation is the responsibility of all staff and the children in partnership with parents and governors.

Our school ethos in relation to anti-bullying

Braunstone Community Primary School is committed to providing a caring, friendly and safe environment for all our pupils, so that they can learn in a relaxed and safe atmosphere.

Our School Rules are:

- Do your best
- Be kind to others
- Be safe

Bullying of any kind is unacceptable at this school. If bullying should occur, all pupils will feel empowered to report the incident, knowing that they will be listened to, and that there will be prompt and effective action taken. We are a *telling* school and anyone can have confidence to report bullying. We enable children and adults to come forward as we promote Start Telling Other People S.T.O.P.

Our agreed definition of bullying

Bullying is the deliberate, targeted intention of causing repeated hurt, pain and distress to another person, over a period of time. It is different from other types of aggressive behaviours, such as fighting, defiance, and rage, and is much more serious than a one-off incident. It is also different from falling out with friends, playing unkind jokes and pranks and getting into arguments, which are part of occasional friendship breakdowns, and where normal social skills can rebuild the relationship. A simple way of expressing our definition of bullying is Several Times On Purpose S.T.O.P.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting
Physical	pushing, kicking, punching, pinching, biting, hitting
Discriminatory	homophobic, racial, religious or disability taunts or gestures
Verbal	name calling, teasing, threats, insults
Material	taking belongings, extortion
Sexual	unwanted, inappropriate touch, gender
Cyber	misuse of electronic technology

Bullying may cause signs of distress in a victim:

Physical injuries
Possessions lost or damaged
Withdrawal/lack of confidence
Deterioration of work
Erratic attendance
Feeling ill in morning
Not liking school
Hurting siblings at home
Bed wetting/ having nightmares
Desire to stay close to adults
General change in behaviour

How we involve everyone in anti-bullying issues

Parents/Carers

They should read the policy from the website and then to come and talk to the Class Teacher or Headteacher with any issues relating to bullying. The Class Teacher or Headteacher may ask Parents/Carers to come and talk to them should there be a reason to involve them in a discussion. Parents/Carers are asked to inform the school about any bullying they witness before and after school, which is pertinent to matters within the school community.

Staff/Governors

All Governors and Staff have been involved in drawing up this policy and have ownership of it. They attend regular meetings and discuss incidents so that the essence of this policy is carried out on a day to day basis in reality. Here lies the crux of this policy, in that it is in the hands of every adult working in this school to implement the action in reality. It should be noted that there is always the possibility that a member of Staff or Governor is involved in bullying, and this should be reported, to the Headteacher, or Governing Body immediately some evidence arises.

Pupils

Regular teaching in the PSHE and Citizenship programme of study involves pupils in our school ethos that bullying will not be tolerated. Pupils can feel involved in anti-bullying issues as they are taught to work co-operatively with each other. Children will know the S.T.O.P procedure and Helping Hand.

How we inform everyone about anti-bullying issues

Parents/Carers

They are requested to see the Class Teacher or Headteacher should they be involved in a bullying issue. It is vital that the school works with Parents /Carers so that permission for bullying is not supported from home. Leaflets are available for Parents/Carers to raise awareness and suggest sensible advice on what to do.

Staff/Governors

They are informed through meetings when these issues are discussed. They are informed of their responsibilities and the part they play in the success of this Policy.

Pupils

Regular teaching about anti-bullying informs all pupils. S.T.O.P. and Helping Hand resources are used by teachers. Also individual pupils will be reminded by the Class Teacher in cases where extra input is needed. All pupils will know that they can approach any adult in the school and tell them what has occurred. All pupils can share the responsibility to tell an adult, if they are a bystander to an incident, even if not directly involving them. Again, there are leaflets available for a Parent/Carer to take to help their child if they are involved in bullying.

Our Strategies for preventing bullying

An ethos of good behaviour is the key to success in preventing bullying from arising in the first place.

1. We have a Programme of Study for PSHE and Citizenship and are signed up to UNICEF Rights Respecting Schools Programme, which underpins everything and everyone at Braunstone Community Primary School. The Anti-Bullying Policy is like an appendix to the more general Policy which captures all the strategies this school employs to ensure the social and emotional wellbeing of pupils. Also, the school's overall Behavioural Policy, which incorporates all types of anti-social behaviours, covers aspects pertinent to bullying. The three Policies need to be read in conjunction, so that the wealth of strategies put into practice for preventing bullying can be seen.
2. Here is a flavour of the strategies employed to help children work and behave co-operatively, in order to minimise the possibility of bullying taking place:
 - UNICEF Rights Respecting Schools Award
 - Assemblies
 - PSHE and Citizenship teaching programme- active teaching with role play/drama/stories
 - The RE teaching programme
 - Safeguarding/equal opportunities
 - School Rules
 - Overall Behaviour Policy
 - Learning Support Unit
 - Nurture Group
 - School Council discussions
 - Playground Routines and Spaces/high level supervision
 - National Anti-Bullying week events (November)
 - Playground Buddies
 - Physical activity/School Sports programme
 - After School Clubs
3. We also work with families to promote positive behaviours, in order to prevent any bullying on the way to and from school, and outside of school hours.
 - Information to Parents
 - Parent's Café
 - Home/School Liaison
 - Home Visits
 - Community Police visits and support

Our reporting of incidents of bullying

Pupils know to report bullying as they have been taught to Start Telling Other People S.T.O.P. They will know who to tell from Helping Hand teaching. They may tell a Teaching Assistant, a Lunchtime Supervisor, or a Parent/Carer. Friends and Playground Buddies know to support their peers by reporting on their behalf. Adults then report to the Class Teacher in the first instance. If the Class Teacher is not available, then the Phase Leader, and if they are not available, a member of SLT. After the lunchtime break all Lunchtime Supervisors in the main playground report any incidents to the class teachers responsible for the children involved. We are a *telling* school and anyone can have the confidence to report bullying.

Once an incident of bullying is reported to the knowledge of the Class Teacher, they will investigate the allegation without hesitation. The Class Teacher will also report the matter to the Assistant Headteacher, and Parents/Carers of both the victim and perpetrator. When an incident is reported first to the Headteacher / Assistant Headteacher, they will report to the Class Teacher, and Parents/Carers likewise. There will be joint action from Class Teacher and Senior Leaders. The same procedure will be followed should an out of school incident be reported. If appropriate, the incident will be reported to the Police.

Our recording of incidents of bullying

All incidents of bullying once reported to the Class Teacher are recorded. The Class Teacher records on an Incident Form for their class, a short account of who is involved and what happened. All the Lunchtime Supervisors in the main playground report to the Leader (Shirley), who records on the Lunchtime Record in the same way. The Assistant Headteacher keeps a Central Register for recording incidents of bullying that are reported directly to him. There is a distinction between bullying and other negative behaviours in these records. The Assistant Headteacher carries the responsibility for assessing the Lunchtime Record and co-ordinating the Class Behaviour Records.

The recording of incidents will include:

- Who is the perpetrator
- Who is the victim
- The actions of the perpetrator
- The response of the teacher – sanctions/support
- Steps to be taken to help change behaviour
- Support for the victim
- Contact with parents

It must be noted that writing up the incident is a retrospective action – the immediate response is not to record it but to deal with the children involved.

Our response to incidents of bullying

The Behaviour Records kept by each class and the Lunchtime Records form the evidence for our response to incidents of bullying. These records and the details of children and events are discussed with other staff at departmental meetings, with the Inclusion Manager and other Senior Leaders as necessary. The appropriate action and follow-up is checked and evaluated and next steps are agreed jointly. Children are referred to the Primary SEMH Team when the school feels the need for additional support.

At Braunstone Community Primary School we believe everyone has the right to be treated with respect, and no one deserves to be a victim of bullying. We will listen or see, and respond immediately and with action when a bullying incident occurs. Pupils who bully will be taught to change their behaviour.

We are committed to establishing an environment in our school where there are predominantly positive behaviours.

We take seriously our statutory obligation as a school to tackle bullying. (Education and Inspections Act 2006 section 89)

How we support victims of bullying

- The child who has been bullied needs time and attention from a caring adult.
- The adult needs to listen, to comfort or calm the child, deal with any physical injuries and instill in the child a knowledge that they are going to act upon the information given.
- Often the incident cannot be sorted in a moment, and the victim needs assurance, that the resulting action for the perpetrator will stop a repetition of the bullying and that they feel safe from a backlash for the future.
- The victim needs to be commended for reporting the incident so that they always have the confidence to return should there be a recurrence.
- The child needs on-going checks that all is well and that they feel happy and safe at school once more.
- The Parents/Carers will be kept informed so that they can help their child, and the school can support the family.

How we help perpetrators to change behaviour

- As we do not tolerate bullying the immediate response is to communicate that the actions are wrong.
- If there is an admission of bullying then the adult can work with the child to take responsibility for their actions, apologise and work out a positive follow up with the victim. It is useful to help the child see the others' point of view, "how would you feel if?"
- If there is defiance about the bullying or the perpetrator is unwilling to co-operate in dialogue, there cannot be an immediate resolving of behaviour. Then, the system of sanctions and rewards for follow-up behaviour, will be used.
- If there is a repetition of bullying behaviour, the disciplinary sanctions will be increased and reward targets set. There will be constant monitoring of behaviour so that the bullying does not continue unchecked.
- At some point there must be a genuine apology directly to their victim.

Sanctions and Rewards for the perpetrators of bullying

We have an individual long term programme of varied sanctions and rewards, to understand the anti-social behaviour and support the child and their family, as we seek to change this behaviour. The disciplinary measures will take into account the needs of these vulnerable children and their families, as well as the severity of the bullying. The Headteacher will make these decisions and may vary the school's response according to an individual situation.

Sanctions

Withdrawal of privileges especially playtime

Restriction of friendships

Time Out

1-1 adult/pastoral support

Temporary exclusion

Parents informed

Police informed if appropriate

Rewards

Commendations for keeping the School Rules

Sticker Charts or similar

Class based rewards

School based rewards/Celebration Assembly

Family has positive profile in School Community

Braunstone Community Primary School promotes high achievement and learning for life and seeks to enable all children to become independent, self-motivated and caring citizens. Where a child is failing in this goal by bullying others, it is our aim to **help**.

A child who is a bully may well be being bullied.

How we inform the school community about bullying incidents

It is very important that there is dialogue amongst everyone in our school. High profile children in each class are identified at the beginning of the Autumn Term and are known to all staff. Equally, vulnerable children are identified so that everyone knows who needs a little extra support. Each day, Teaching Assistants, Lunchtime Supervisors, and Class Teachers are talking about the children in their care, and Teaching Staff across the Key Stages report incidents as they occur and these are discussed at weekly staff meetings.

As a school we also take responsibility for bullying outside of school hours and off the premises. This will include the journeys to and from school and, increasingly the possibilities of cyber bullying on electronic media. Anyone within our community can report a bullying incident to us. Most children are escorted to and from school by

Braunstone Community Primary School

adults, so there are few solitary children which reduces the opportunities for bullying. There are leaflets available with information for the school community.

How and when we train our staff

All Staff at Braunstone Community Primary School are vital to the success of this policy and therefore training, and refreshment of training is essential. There will be regular designated in service training. In addition there will be regular meetings when issues can be addressed, reminders made and support given.

Data shows that 75% of all bullying takes place in the school playground so Lunchtime Supervisors in particular, are trained and supported, at induction and in termly sessions with the Assistant Headteacher.

Any training should emphasise these procedures:

1. To see and ignore an incident therefore supports the bullying
2. To be vigilant for any bullying behaviour
3. To intervene every time bullying occurs, dealing with both victim and perpetrator
4. Praise constantly positive behaviours
5. Follow up – support the victim to prevent recurrence
6. Follow up – positive reminders to the perpetrator
7. Be careful not to bully the perpetrator. This must be emphasised at training sessions that awareness is needed on the issue of adult involvement in bullying

The responsible person for anti-bullying

The person in our school who leads on anti-bullying issues is the Assistant Headteacher.

Their responsibilities are

- To be available daily for dialogue with Teaching Staff and Lunchtime Supervisors.
- To be available to support the adult first dealing with the incident, if it is not easily sorted.
- To support the victim.
- To talk to the perpetrator about their behaviour.
- To ensure all follow through action is completed.
- To oversee the Lunchtime Record and co-ordinate the Class Behaviour Records and the Central Register to analyse patterns of unacceptable behaviour, and bullying.
- To promote a positive school ethos so that instances of bullying are kept to a minimum.

How we measure the effectiveness of this policy

The effectiveness of anti-bullying at Braunstone Community Primary can be measured by analysis of each Class Behaviour Record and the Lunchtime Records. Over time there should be a reduction in the overall number of incidents occurring and a reduction in the number of incidents committed by the same person. Any pattern becoming evident in the perpetrators or victims can then be addressed to ensure that there is commitment by everyone to the essence of this policy, that bullying will not be tolerated.

