

Brough Primary School



Anti-Bullying Policy

Policy Date	November 2020
Policy Review Date	November 2022
Lead Person	Sarah Fraser

This policy is based on DfE guidance “Preventing and Tackling Bullying” July 2017 and supporting documents.

It also takes into account the DfE statutory guidance “Keeping Children Safe in Education” 2020.

The school has read Childnet’s “Cyberbullying: Understand, Prevent and Respond: Guidance for Schools” (2016).

Statement of Intent

We, at Brough Primary School, are committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. All individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity.

Bullying, either verbal, physical, cyber or indirect will not be tolerated and will always be dealt with quickly, efficiently and sensitively at our school.

If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively.

We believe in listening to children and spend a great deal of time and effort in ensuring that their voices are heard and their opinions valued. We always aim to be fair and listen to all sides in order to gain a full perspective of the issue. Our behaviour policy encourages appropriate behaviour and sets out clear expectations for the children to follow.

Objectives of this Policy

- All governors, teaching and non-teaching staff, children and parents should have an understanding of what bullying is (and what it is not).
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying incidents are reported.
- All children and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously and it **will not be tolerated**. Children and parents should be assured that they will be supported when bullying is reported.

Responsibilities

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- School Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

What Is Bullying?

We believe that bullying is unkind behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. This can include:

- **Physical:** hitting, kicking, pushing, punching or any use of violence
- **Verbal:** name calling, sarcasm, teasing, spreading rumours
- **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Racist:** racial taunts, graffiti, gestures
- **Sexual:** unwanted physical contact or sexually abusive comments
- **Homophobic:** because of, or focussing on the issue of sexuality
- **Cyber:** all areas of the internet, such as email & internet chat room misuse and mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities.

*The definition of Bullying as defined in the DFE “**Preventing and Tackling Bullying**” (2017) is: “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 (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities.*

Brough Primary School describes the forms of bullying in terms of “how” the bullying is carried out in the following terms:

a). **Direct**

- Physical
- Verbal
- Non-Verbal

b). **Indirect** – Cyberbullying

*The definition of Cyber Bullying as defined in the DFE “**Preventing and Tackling Bullying**” (2017) is: “Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click”.*

When responding to cyberbullying concerns, we will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the children involved and work with the children who have carried out the bullying to ensure that it does not happen again.

- Encourage the child being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the children responsible. This may include: - looking at use of the school systems; identifying and interviewing possible witnesses; contacting the service provider and the police, if necessary.
- Work with children and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation.
- Request the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the children responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Provide information to staff and pupils regarding steps they can take to protect themselves online.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect and to be listened to if they are worried. Children who are bullying need to learn different ways of behaving and we recognise our responsibility to respond promptly and effectively to issues of bullying and to be exemplary role models to all pupils in our care.

Signs and Symptoms

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Incidents in and out of School

- Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Pupils must recognise that being a “bystander” is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying.
- Bullying behaviour is never ignored and it is the responsibility for **all** members of the school community to act on incidents of bullying off the school premises including journeys to and from school.
- The bullying behaviour or threats of bullying must be investigated promptly and the bullying be stopped quickly. All incidents of bullying are formally recorded using the school systems. A copy is always kept in the child’s record and passed onto the Head teacher.
- In serious cases, parents will be informed and invited to come to discuss the problem
- Sanctions for the bully may include withdrawal from favoured activities,

loss of playtimes and exclusion from school during lunchtimes depending on the perceived severity of the incident(s).

- The bully (or bullies) will be counselled on how to change their behaviour and they will be monitored and observed for a period of time. They may also work with our ELSA (Emotional Literacy Support Assistant) or school counsellor.
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with the victim to ensure no repetition.

Prevention of bullying

At Brough School we aim to tackle bullying by trying to prevent it from happening in the first place. We use a range of prevention strategies to support our positive behaviour ethos. These include:

- Updated behaviour chronologies
- Class rules agreed at the beginning of the year, 'Good to be Green' whole school rules, rewards / sanctions
- Participation in the national annual anti-bullying week in November
- Assemblies and class discussions about bullying behaviour and the effects of it
- Supervision of staff
- A safe and secure physical environment
- A curriculum which reflects the schools ethos celebrating the rich diversity of our world
- Use ELSA support or school counsellor for specified children and help them understand their emotions and respect the feelings of others.

At Brough School we are aware that children can fall in and out of friends on a regular basis and that the vast majority of disagreements are not considered to be of a 'bullying' nature. Our PSHE curriculum builds on previous skills and understanding right from EYFS through to Year 6, by examining how we all react to a range of situations and challenges. We have regular discussions to give pupils the opportunity to speak and be heard and to reinforce the importance of listening to and understanding one another's feelings and actions and developing problem solving strategies.

Monitoring and Review: Putting Policy into Practice

As a school we will ensure that we 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 headteacher will be informed of bullying concerns, as appropriate.

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying, including outcomes.

Appendix

Useful links and supporting organisations

Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk

Childline: www.childline.org.uk

Family Lives: www.familylives.org.uk

Kidscape: www.kidscape.org.uk

MindEd: www.minded.org.uk

NSPCC: www.nspcc.org.uk

The BIG Award: www.bullyinginterventiongroup.co.uk/index.php

PSHE Association: www.pshe-association.org.uk

Restorative Justice Council: www.restorativejustice.org.uk

The Diana Award: www.diana-award.org.uk

Victim Support: www.victimsupport.org.uk

Young Minds: www.youngminds.org.uk

Young Carers: www.youngcarers.net

The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practice-schools

Cyberbullying

Childnet International: www.childnet.com

Digizen: www.digizen.org

Internet Watch Foundation: www.iwf.org.uk

Think U Know: www.thinkuknow.co.uk

UK Safer Internet Centre: www.saferinternet.org.uk

The UK Council for Child Internet Safety (UKCCIS)

www.gov.uk/government/groups/uk-council-forchild-internet-safety-ukccis

This policy should be read in conjunction with the school's Equal Opportunities Policy, PSHE Policy, Child Protection Policy, E-Safety Policy, Physical Intervention Policy and Behaviour policy.