



# **Blackheath Primary School**

## **Anti-Bullying Policy**

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**October 2017**

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**October 2019**

This policy applies equally to the Early Years Foundation Stage, KS1 and KS2.

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### **GUIDING PRINCIPLES FOR PREVENTING AND TACKLING BULLYING**

The governors value the good relationships between all of the school community as fostered by the school, and expect that every allegation of bullying will be taken seriously. All staff, pupils and parents should be aware of the negative effects that bullying can have on individuals and the school in general, and should work towards ensuring that pupils can work in an environment without fear. The school recognises that it must take note of bullying perpetrated outside school which spills over into school. The school will do what is reasonably practicable to eliminate any such bullying.

**We therefore take a strong stance against bullying of any type, since it indicates a lack of appreciation for the feelings of others. Bullying will not be tolerated and will be addressed in line with 'DFE - Preventing and Tackling Bullying – Advice for Headteachers, staff and a governing bodies July 2017'.**

### **AIMS OF THE POLICY**

We aim to create an environment where pupils feel safe. Each pupil has the right to be safe in and out of school and to be protected when she is feeling vulnerable.

We aim:

- To ensure that children learn in a supportive, caring and safe environment, without fear of being bullied.
- To demonstrate that the school takes bullying seriously and that it will not be tolerated.
- To take measures to prevent all forms of bullying in the school and during off-site activities.
- To support everyone in actions to identify and protect those who might be bullied.

- To clarify for all pupils and staff that bullying is wholly and always unacceptable.
  - To demonstrate to all that the safety and happiness of pupils is paramount.
  - To promote an environment where children feel they can trust and tell adults if they are being bullied or know about any bullying.
  - To promote positive attitudes in pupils.
  - To ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
  - To ensure that all staff are aware of procedures through regular training.
- WHAT IS BULLYING (including definition, roles, styles, signs and symptoms)**

## **DEFINITION OF BULLYING**

**Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.**

*(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2017, p. 8)*

In light of this, we have adopted the simple approach of identifying bullying as S.T.O.P (Several, Times. On, Purpose). In addition, the school acknowledges that the school also has a responsibility in tackling bullying that may take place outside of school (*Preventing and Tackling Bullying, DFE 2017 p6*).

At BPS, therefore, we recognise that there is no “hierarchy” of bullying – all forms of bullying should be taken equally seriously and dealt with appropriately. We understand that bullying can take place between pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyber bullying methods. We understand that all children have disagreements with each other and friends fall out for a time. This is not usually bullying.

### **Four main types of bullying can be identified:**

- **Physical** hitting, kicking, taking or hiding belongings
- **Verbal** name calling, teasing, insulting, writing or sending unkind notes or messages, including cyber-bullying (see later in policy).
- **Emotional** being intentionally unfriendly, excluding, tormenting looks, spreading rumours.
- **Cyber** email and internet chat room misuse, mobile phone threats by text, calls, social websites.

### **Specific types of bullying include:**

- Bullying related to race or colour, religion or belief or culture.
- Bullying related to special education needs (SEN) or disabilities.
- Bullying related to appearance or health conditions.
- Bullying related to sexual orientation.

- Bullying of young carers or looked-after children or otherwise related to home circumstances.
- Sexist or sexual bullying.
- Bullying of adopted children.
- Bullying using electronic forms of contact (cyber bullying)

**Different roles within bullying have been identified:**

- Those relying on social power, dominating others, often with group support (ring leader).
- Others joining in and therefore afraid of ring leader (associates).
- The awareness of a silent majority that bullying is taking place, but feeling unable to do anything about it (bystanders).
- Those who try to stop bullying (defenders).

**Styles of bullying include:**

- Intimidation and rude gestures.
- The 'look' – this is given as an example of non-verbal bullying.
- Threats and extortion.
- Malicious gossip and exclusion from the group.
- Telling tales with the express purpose of causing trouble.
- Threatening texts or messages in chat rooms. •

**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 they should investigate if a child:

- is unwilling to go to school;
- 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;
- effects school work;
- comes home with clothes torn or books damaged;
- has possessions go missing;
- has unexplained cuts and bruises;
- stops eating or changes usual routine
- is frightened to say what is wrong;
- is frightened of walking to or from school; or

**All staff should be aware of these possibilities and report promptly any suspicions of bullying to the appropriate person.**

**THE ROLE OF GOVERNORS**

The governors will liaise with the Head over all anti-bullying strategies, and be made aware of individual cases where appropriate. The governing body will discuss, review and endorse

agreed strategies and will discuss the Head's report on the working of this policy. The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

## **THE ROLE OF STAFF**

The Head has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying amongst pupils.

The Head will:

- ensure that all staff have an opportunity of discussing strategies; and
- review them regularly;
- determine the strategies and procedures;
- discuss development of the strategies with the Senior Management Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and report to the governing body.

*The Deputy Headteacher responsible for Behaviour will:*

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both the bullied and bullies;
- keep the Head/SLT informed of incidents;
- refer and liaise with staff running in-house support groups if necessary;
- work alongside the SENCO to support behavior strategies and interventions;
- support behavior mentor to address bullying and developing incidents work
- arrange relevant pupil training with the Head, determine how best to involve parents in the solution of individual problems; and ensure proper record keeping.

*Teaching staff and Teaching Assistants will:*

- be responsible for ensuring that the school's positive strategies are put into practice;
- inform the class teacher of an incident of bullying
- know the school's procedure and deal with any incidents that are reported.

*All Staff and volunteers will:*

- know and follow all relevant policies and procedures;
- be observant and talk to pupils;
- deal with incidents according to the policy;
- take action to reduce the risk of bullying

## **THE ROLE OF STAFF - RESPONSES**

### **Dealing with incidents**

- If bullying is suspected or reported, the incident will be investigated and dealt with immediately by the teacher approached and this will be referred to SLT.
- The member of SLT will record the details of the incident on O-Track records and inform any other relevant staff. If a racial element to the bullying is suspected the Head/Deputy Heads must be informed immediately.
- All the parties will be interviewed and a record made.
- Class teacher will be informed.
- Parents of the alleged 'bully' and the victim will be informed.
- The appropriate strategy and plan of action to combat the bullying will be decided upon.
- The implementation of the strategy will be overseen the academy head/ SLT
- Any sanctions will be determined by the Head/Deputy Headteachers.

**In any incident of bullying, staff are aware of the following principles:**

- It is important that children who experience bullying can be heard.
- It is important to note that people react differently to bullying and it is often very difficult to tell if someone is upset or hurt.
- If children feel upset, they are encouraged to speak to their teacher or a responsible adult at an appropriate time or put a note in the confidential worry box in each classroom.
- They should be reassured that the adult will try to sort out the problem as calmly as possible.
- The most serious incidents are referred to the Head.
- Parents would be requested to come and discuss matters.
- The incident would be noted down and put into the behaviour file as well as attached to SIMs.
- Pupils will be told always to report incidents of bullying.

**THE CURRICULUM: HOW WE PREVENT AND TACKLE BULLYING THROUGH OUR CURRICULUM**

**Anti-Bullying Education in the Curriculum:**

- The school will raise the awareness of the anti-social nature of bullying through their school values, PSHE, school assemblies, the school council, use of general class time and in the curriculum as appropriate.
- Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school. **Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.** We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying.

- Therapy programmes are delivered by the Behaviour mentor to those children identified as 'at risk' of bullying or 'at risk' from being bullied.
- Pupils who have been bullied will be given support.
- **Bullies:** It is recognised that support must also be given to the perpetrator. Changing the attitude and behaviour of bullies will be part of the responsibility of the positive
- External agency support will be considered, via Inclusion Services and the Behaviour Support Team.

## SANCTIONS

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case to case basis. Sanctions might include:

- Writing a letter of apology ;
- Withdrawal at break and lunchtime
- Withholding participation in any school trip or activity
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be discussed and agreed by the Chair of Governors.

## INVOLVING PARENTS

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it. Parents will be informed of the policy and procedures.
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem as appropriate.

## MONITORING THE EFFECTIVENESS OF OUR APPROACH

The Head and the Senior Leadership Team will consider reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report to the governing body.

## CYBER BULLYING

### What is it?

- "Cyber-bullying is an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend him or herself." *(Report to the Anti-Bullying Alliance by Goldsmiths College, University of London.)*

### Types of Cyber Bullying

There are 7 identified categories of cyber bullying:

- Text messaging bullying
- Picture/video clip bullying via mobile phone

- Phone call bullying via mobile phone
- Email bullying
- Chat room bullying
- Bullying via websites
- Bullying through instant messaging

### **School Policy on Cyber Bullying**

No pupil mobile phones are allowed in classes. If they are brought into school, parents must complete the appropriate form, they must be kept in the school office or staff cupboard and collected at the end of the day. The school recognises that many pupils have mobile phones outside school and to that end:

- The school arranges for the LA e-safety contact to come into school to talk about safe use of the net and mobile phones.
- The LA E-safety contact and/or the schools safeguarding team meets with parents to ensure that they, as well as their children understand how to use technology safely, as well as the risks and consequences of mobile phone use.
- Teachers must teach safer internet use and strictly apply all school policies.
- The school believes that parental support and understanding in safe use of the net is an essential component in managing cyber bullying.
- Balance and perspective are essential as is a whole community approach to ensuring safe use of the internet. The responsibility for this is both the school's in educating their pupils for safe use on the net, and the parents' in understanding that they need to monitor and manage their children's use of the net.

***(Please also see school e-safety policy)***