

BOURNVILLE VILLAGE PRIMARY SCHOOL



ANTI-BULLYING POLICY

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Review date: Spring 2022: with change to content
To be reviewed: Spring 2025: (Every 3 years)
~~Statutory~~/Non Statutory

Reviewed by: Pupil & Staff Welfare Committee

Approved by: Full Governing Board

Signed:	Chair of Committee:	Date:

Please read in conjunction with the following policies:-

Behaviour Policy
Safeguarding Policy
Diversity and Equality Policy

Complaints Policy
Exclusion Policy
PSHCE and Citizenship Policy

Statement of intent

This policy has been developed in line with the guidance in the DfE document, "Preventing and tackling bullying. Advice for head teachers, staff and governing bodies" (July 2017).

All staff at Bournville Village Primary School are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils are encouraged to tell an adult and to know that reports of bullying will be dealt with promptly and effectively.

We take bullying seriously. All reports of bullying will be carefully investigated. Pupils and parents should feel confident that they will be supported when bullying is reported, through the implementation of this policy.

Objectives of this policy

- All governors, teaching and support staff, pupils and parents should have an understanding of what bullying is and have a sense of ownership of the policy.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when an incident of bullying is reported.
- All pupils and parents should be made aware of the school policy on bullying, and what they should do if bullying arises or they suspect their child is being bullied.

Policy development

- This policy was formulated in consultation with members of staff and our pupils.
- Pupils contribute to the development of the policy through the School Council, PSHE curriculum and assemblies.
- The School Council will develop a pupil-friendly version of the anti-bullying policy which will be displayed in every classroom and around the school environment.

What is bullying?

"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. It might be motivated by actual differences between children, or perceived differences". (DfE "Preventing and Tackling Bullying", October 2017)

What bullying can look like:

- emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- physical: pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things

- racist: racial taunts, graffiti, gestures, making fun of culture and religion
- sexual: unwanted physical contact or sexually abusive or sexist comments
- homophobic: because of/or focusing on the issue of sexuality
- online/cyber: setting up 'hate websites', sending offensive text messages, emails and abusing the victims via their mobile phones
- any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

It is bullying if it consists of deliberate and repeated acts, over a period of time.

Bullying is not:

Whilst teach all pupils to treat each other with kindness and respect, bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset; when occasional problems of this kind arise, it is not classed as bullying. When such incidents occur, they are dealt with in way which supports children to learn how to deal with these situations and develop their social skills to repair relationships.

Signs and symptoms of bullying:

A child may not always tell us they are being bullied. However, they may indicate by their behaviour. Adults should be aware of these possible signs and they should investigate if a child:

- displays changes in behaviour, such as becoming shy, nervous, feigning illness, changing eating habits, taking unusual absences or clinging to adults
- displays changes in patterns of work, such as lacking concentration or not wanting to come to school
- becomes aggressive, disruptive or unreasonable
- becomes withdrawn, anxious or lacking in confidence
- appears tearful and becomes easily upset
- has unexplained cuts or bruises
- is bullying other children or siblings
- is afraid to use the internet or mobile phone.

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

Whole school strategies to prevent bullying:

Our response does not start at the point at which a child is being bullied. As a school we promote an inclusive culture, which permeates the whole school environment.

As part of our ongoing commitment to the safety and welfare of our pupils, we use the following strategies to promote positive behaviour and discourage bullying behaviour:

- create an inclusive, safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination;
- celebrate people's differences and teach that prejudice is not acceptable;
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities;
- involve parents to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied;
- celebrate success, to create a positive school ethos;
- involve pupils; all pupils understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders;
- make it easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on, including incidents which may have occurred outside school such as cyber-bullying;
- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers;
- teach children that using any prejudice-based language is unacceptable;
- use specific organisations or resources for help with particular problems;
- provide effective staff training;
- work with the wider community, such as the police and children's services to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed;
- implement disciplinary sanctions. The consequences of bullying reflect the seriousness of the incident so that others see that bullying is unacceptable.

"Preventing and Tackling Bullying" (DfE, 2017)

Specific actions include:

- supervised and electronically monitored internet access, as well as the use of firewalls and filtering on school internet access;
- assemblies which raise awareness of issues related to bullying;
- annual participation in 'Anti-Bullying Week' activities;
- actively teaching friendship skills, inclusion and an awareness of issues relating to bullying, for example during PSHE and RE lessons;
- the school council are continuously involved with the development of policies and making changes within school;
- pupil voice;
- praise and rewards to reinforce positive behaviours for learning;
- a variety of playtime and lunchtime activities offered to encourage co-operative play;
- individualised work with those involved in bullying incidents, such as one to one and/or small group work to tackle specific issues. The nature of the support provided is determined by the needs and circumstances of the pupils involved;

- a consistent approach to promoting positive behaviours and sanctioning negative behaviours (see in line with our Behaviour Policy).

School also has the power to discipline pupils for any bullying incidents which occur outside the school premises, using the school's usual behaviour policy. This will be considered on a case by case basis, at the Head Teacher's discretion.

Roles and Responsibilities

Everyone involved in the life of the school must take responsibility for promoting our inclusive culture; making it clear that any form of bullying or intimidation is unacceptable. Everyone in the school community is responsible for ensuring that the school rules are adhered to and are expected to report any incidents of bullying or intimidation, so that they can be dealt with.

Governing Board

The Governing Board supports the Head Teacher in all attempts to eliminate bullying from our school.

The Governing Board monitors the incidents of bullying that occur and review this policy and its effectiveness regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report on the effectiveness of anti-bullying strategies.

Head Teacher

The role of the Head Teacher is to ensure all staff are following the guidelines of the Anti-Bullying Policy and that they are adequately supported to allow them to do this. The Head Teacher should be fully informed on matters concerning bullying and regularly monitor incident reports and actions taken.

Where bullying incidents have occurred, it is at the Head Teacher's discretion whether the school involves the police (Parents also have the right to report incidents).

Staff

Staff are expected to provide an inclusive, safe teaching environment for children, in which pupils can learn without fear of bullying and feel confident in sharing any incidents of bullying they may witness or are affected by. All staff are expected to model and promote positive behaviour, emphasising the importance of celebrating achievements and valuing others. Staff need to be vigilant and seek to resolve any issues that may come to their attention.

All confirmed incidents of bullying need to be reported by the staff member who first dealt with the incident, along with their actions taken, to the Head of Phase for the pupils involved, the Deputy Head Teachers or the Behaviour Coordinator, who can ensure that incidents are recorded on the school's central log.

Class teachers need to inform the parents, of any pupils involved, of an incident and the actions taken. A record needs to be kept of this meeting and shared with pupils' Head of Phase. Staff should notify and can seek support from a member of the Senior Leadership Team (SLT) when meeting with parents.

Teaching staff need to ensure that information regarding previous incidents is passed on, without prejudice, during transition to a pupil's next teacher.

Whilst bullying in itself is not a specific criminal offence, some types of harassing or threatening behaviour may be classified as an offence. If any member of staff feels that an offence has been

committed, they reserve the right to seek assistance from the police in the matter. However, we would advise staff to seek support from a member of the senior leadership team prior to doing so.

Children

Children are expected to take responsibility for following the school expectations and demonstrate our school values, towards all adults and other children in our school community. Children also have the responsibility to report to an adult if they see any behaviour they feel is bullying.

Parents/carers

It is important for all adults, including parents/carers and visitors, to model positive behaviour, at all times. Parents/carers are expected to work in partnership with staff to make it clear to children that the school does not tolerate bullying. If a member of school staff has concerns, parents will be contacted as soon as possible. It is the expectation that parents and carers will fully support the school's actions if their child is involved in bullying behaviour.

If parents/carers have any concern about their child may be being bullied, they are expected to report this to a member of staff. We ask that parents/carers do not approach or contact pupils or other parents/carers directly, as this can impact on the school's capacity to deal with an incident efficiently and effectively.

Procedures

Our children must feel confident that they are able to report a concern about bullying to any adult in school and know that it will be dealt with promptly. Individual circumstances will determine the precise procedures to be followed:

- if bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached;
- this person will instigate a prompt and effective investigation, involving all necessary parties (e.g. class teacher, phase leader);
- a clear account of the incident will be recorded. This may involve gathering information by interviewing all relevant parties separately. There could be a delay while this takes place, if so, it is important to explain the delay in case the credibility of the procedure is put at risk;
- the incident and any actions taken will be recorded in the pupils' Class Behaviour Log, and will also be communicated to the Phase Leader of the pupils involved, by the member of staff who was approached;
- once all the facts have been established, the incident will be dealt in line with the School's Behaviour Policy (see separate Behaviour Policy);
- in serious cases, parents of both the perpetrators and the victims will be informed. Parents of the perpetrators will be asked to come to a meeting to discuss the problem;
- the situation will be closely monitored to ensure that the bullying is stopped quickly.
- support will be put in place for all those involved in incidents, including the bully/bullies and those affected by their actions. The nature of the support is determined by the circumstances and needs of the children involved;
- if bullying persists, parents will be asked to attend a meeting with a member of the Senior Leadership Team;
- a central log of all confirmed instances of bullying is held within school and is maintained the Deputy Head Teacher;

- incidents involving specific discriminatory behaviours, for example racism, are recorded on a central log and reported to Governing Board;
- if misbehaviour is criminal in nature or may pose a serious threat to a member of the public, the school has a duty to inform the police.

Examples of the type of support we can offer:

- an immediate opportunity to discuss an experience with their class teacher or member of staff of their choice;
- time spent exploring a pupil's feelings following an incident;
- work on 'protective behaviours';
- the involvement of our Pastoral Assistant;
- peer mentoring;
- regular 'check-ins' by a trusted member of staff;
- work to restore self-esteem and confidence;
- establishing the wrong-doing and need to change behaviour/attitude;
- involving parents/carers in helping to change the attitude of the pupil;
- referral to external agencies;
- an exclusion would only be considered in a case of extreme and continuing bullying or harassment, in accordance with the Exclusion Policy. Any exclusion, for even a short period of time, would need to be discussed and agreed by the governors and Head Teacher.

This is not an exhaustive list and the type of support chosen is dependent on the nature of an incident and on individual pupil's needs.