



Anti –Bullying Policy

GUIDANCE FOR PUPILS, PARENTS AND STAFF



Anti-Bullying Policy

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Anti-Bullying Policy

OVERVIEW

At Boughton Primary we are committed to providing a safe and secure environment where we can all learn in a positive climate.

Bullying of any kind is unacceptable at our school.

If it does occur, all pupils are given the opportunity to tell and know that incidents will be dealt with promptly and effectively. All pupils are taught to respect themselves and each other to reduce bullying; however, we remain vigilant at all times.

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed to be bullying.

Definition

'Bullying is the repetitive, intentional hurting of one person by another(s), where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or through cyberspace'
Anti-bullying Alliance 2011

Responsibilities

All members of the school community have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- the school will meet with the legal requirement for all schools to have an 'Anti-Bullying' policy in place
- the school will work closely with other professional agencies to ensure that children stay safe as stated in all current guidance and relevant acts.
- All governors, teaching and non teaching staff, parents and pupils will have an understanding of the term 'bullying'
- All governors, teaching and non teaching staff, parents and pupils will know what the school policy is on bullying and be consistent in their approach.
- Pupils and parents/guardians will be assured they will be listened to if they report an incident of bullying.
- Whole school initiatives (staff training, Values Education, assemblies) and proactive teaching strategies (P.S.H.E. lessons, circle time, etc.) will be used throughout the school.
- A positive, caring ethos where our values are continually encouraged will be created.



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What is Bullying?

Bullying is behaviour that involves the abuse of power.

Our anti-bullying focus groups, comprising representatives from all stakeholder groups (pupils, staff, parents and governors), have arrived at the following definition of bullying for Boughton Primary School:

The constant, deliberate, unkind behaviour that is not stopped when asked. Behaviour such as physical and emotional hurt; disrespecting the personal possessions of others; constant teasing; name calling; getting others to join in with unkind behaviours; cyber-bullying; deliberately embarrassing, ignoring or isolating others from play or activities; or retaliating to justify bullying behaviour.

At Boughton Primary we take any incident of bullying very seriously and recognise that the following behaviour constitutes bullying:

Physical	Continued pushing, kicking, hitting, and pinching. Any forms of violence or threat of violence. Continued retaliation after being asked to stop would also be considered a bullying action.
Verbal	Persistent teasing, name-calling, sarcasm, spreading rumours.
Emotional	Tormenting, ridicule, humiliation, ignoring/isolating or exclusion from groups or activities; mobilising others to join in with unkind behaviour.
Sexual	Unwanted physical contact, abusive comments.
Homophobic	Because of/or focussing on gender/sexual orientation.
Racist Religious Cultural	Racial taunts, graffiti, gesture, abusive comments, mimicry of a person's way of speaking, appearance, country of heritage, religious observance. In addition, we have also adopted the definition following the murder of Stephen Lawrence as ' <i>any incident perceived to be racist by the victim or any other person</i> '.
Online/cyber	Setting up 'hate websites', sending offensive text messages, emails, etc
Health	Any unfavourable or negative comments, gestures or actions made to someone, relating to their disability or special educational needs.



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We agree that, if a child or adult says they **feel** they are being bullied, we need to act and investigate further.

Bullying may sometimes be unintentional, or the effects of the bully's actions are greater than they expect, but the issue is the same.

We acknowledge that learning to negotiate friendships can be a very difficult part of childhood but this does not necessarily constitute bullying behaviour.

We will seek to distinguish between one-off incidents and persistent emotional, verbal or physical abuse, nastiness or manipulative behaviour.

Signs and Symptoms

A child may indicate, by different signs or behaviour, that he /she is being bullied. Adults should be aware of these possible signs and investigate further if a child:

- is frightened of walking to or from school
- continually states they do not wish to go to school
- has possessions go missing
- is bullying other children or siblings
- has unexplained cuts and bruises
- becomes withdrawn and lacking in confidence; secretive or not wanting to open up
- complains of illness each morning
- asks for money or starts to steal money
- becomes aggressive, and unreasonable
- stops eating
- has nightmares or cries themselves to sleep

Our Behaviour Policy sets out how we promote good behaviour in our school; in brief we do this through:

- clear rules
- core values underpinning all that we do
- appropriate rewards and consequences
- opportunities for discussion of behaviour in circle time, values assemblies
- providing lots of opportunities for social interaction on the playground
- ensuring full supervision at playtimes and lunchtimes
- organised games at lunchtime to encourage cooperation and teamwork.



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Strategies for the prevention of bullying

We always aim to promote a positive ethos within a culture of listening, respect and compassion, where all staff and children feel valued.

Children and staff are encouraged to look after themselves and each other. To prevent incidents of bullying, we

- praise and reward good social behaviour
- promote values that insist on high standards of behaviour and conduct
- have an ethos that promotes self-esteem and friendship and opportunities to talk about feelings
- take part in Anti-bullying week and display relevant information and help-lines on our information board (near the library) and around the school
- undertake questionnaires and surveys to monitor the extent of bullying and the effectiveness of the anti-bullying policy
- promote the use of a worry box where children write their concerns. They are then supported by our family worker and other staff, who will investigate these concerns
- promotion of our termly value in each class and through assemblies
- use of the 3D PSHE scheme of work throughout the school
- involvement in anti-bullying training through staff meetings and team meetings
- training for the lunchtime supervisors
- teach assertive strategies that are non-aggressive
- have a curriculum designed to educate children on their rights and responsibilities
- have appropriate levels of supervision
- have senior staff responsible for pastoral support for children and readily available to support staff and parents
- ensure that staff remain vigilant and observe relationships amongst children in their care

Procedures for reporting and responding to bullying incidents

The following procedures will be used for reporting and responding to bullying:

- Report all bullying allegations and incidents in the class using a white incident form. This report must be passed on to senior staff. These reports will be retained, to establish whether there is persistent misbehaviour or a pattern emerging.
- Fully investigate the concerns from each perspective (i.e. speak to **all** parties) and respond appropriately depending on whether the concerns are founded, misunderstood or unfounded.
- Ensure that if the bullying issue is founded, the identified perpetrator will be helped to change their behaviour. Support, guidance and mentoring will be given to the victim. If the incident does not constitute bullying, both parties should receive the help they need to repair the damage done.
- Consider any safeguarding issues and the use of outside agencies.
- Parents must be kept informed.
- Consequences will be used as appropriate and in consultation with all parties concerned.



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Pupils

Pupils who have been bullied will be helped by:

- Offering the immediate opportunity to discuss the experience with a teacher or other members of staff
- Reassurance and continuous support
- Intervention work to restore self-esteem, confidence and to build resilience

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help to change the attitude of the pupil

Preventing re-occurrence

Once the investigation is complete, action must be taken to prevent it reoccurring. This may include:

- sanctions
- apologies
- providing a mentor
- exclusion from certain activities
- short fixed term exclusion

The role of the bystander- The children have discussed this question and some of the strategies are listed below, in their words:

LISTEN

Let your friend share what is happening without interrupting. Stay calm and don't over react.

BE ENCOURAGING

Tell your friend that they don't deserve to be mistreated and you are there to help them through this. They've most likely been hurt by the bully and you can help them by building them back up with positive reinforcement.

TELL AN ADULT

The two of you should not handle the situation alone. Even if your friend may not want you to, an adult will help you get the support and protection that you may need.

- Tell a member of staff as soon as you can
- Let the victim know you are going to get help
- Write it down and put in the worry box
- Call a help-line for advice
- Encourage the victim to tell someone they trust



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Roles of adults and children

Adults need to...	Children need to...
<p>Remember we are role-models to the children. Modify conversations about behaviour, including bullying, with children's ear shot. Take what the children say seriously but don't over-react. Help the children to develop resilience and an understanding that sometimes people behave unkindly. Think carefully before using public methods to display our displeasure about others' behaviour (e.g. social media).</p>	<p>Learn the difficulties of negotiating friendships, within their play and daily activities. Tell an adult about their worries. Feel listened to and supported. Develop problem-solving skills to help them as they grow up and face the wider world. Understand that all actions, whether positive or negative, intentional or unintentional, have consequences.</p>

The role of the parent

- Parents will be clear the school does not tolerate bullying
- They will be aware of procedures to use if they are concerned their child is being bullied, including the school's complaints' procedure.
- They will have the confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary.

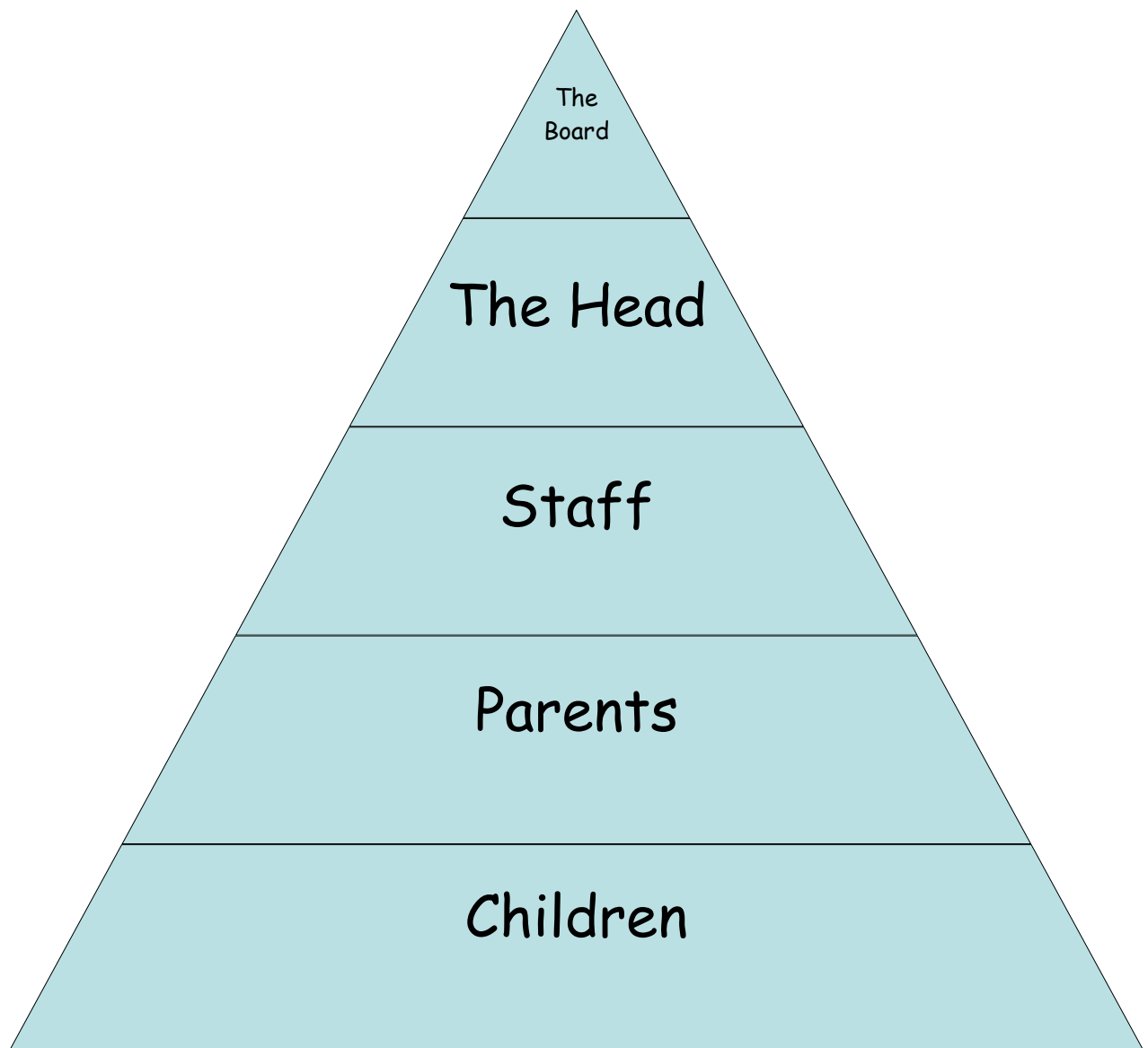
Outcomes

- The bully will be expected to demonstrate an understanding of the impact of their actions on another person at an age appropriate level
- Restorative justice (victim/bully talking about the issues) will be promoted by staff
- Open and honest communication with parents
- Records made and retained by senior staff
- Safeguarding actions and engagement with other agencies undertaken where appropriate



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Responsibilities





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THE BOARD OF GOVERNORS is responsible for monitoring incidents of bullying that occur and reviewing the effectiveness of this policy. Complaints about bullying will be dealt with in accordance with the school complaints' policy. In all cases the Head Teacher will conduct an investigation and report back to the Committee with responsibility for Safeguarding and Pupil Welfare.

THE HEAD TEACHER is responsible for the implementation of this policy and for ensuring that procedures are followed. She will ensure, along with the SLT, that all staff receives sufficient training to be equipped with incidents of bullying.

STAFF are responsible for the well-being of the children in their care and for reporting and following up incidents of bullying to the SLT. Staff will do their best to ensure a climate of respect and trust for all and prevent incidents of bullying through praise, reward and the celebration of success.

PARENTS are responsible for reporting incidents of bullying to staff immediately. All have the responsibility to support this policy and actively encourage their children to be positive members of Boughton Primary School and to understand the difference between disagreements and bullying.

CHILDREN are responsible for following our Behaviour Promise: *Kind Words, Kind Deeds, Kind Thoughts* and to report any incidents of bullying to school staff.

Monitoring and Evaluation

To ensure the policy is effective, it will be reviewed annually. The Head Teacher and Family Support Worker will carry out work with pupils in year six at the start of each academic year, in order to monitor the effectiveness of the policy. Questionnaires, together with surveys, the worry box and bullying incident forms will be used as strategies and the information analysed by the Senior Leadership team. The policy will be reviewed annually and any amendments will be shared throughout the school community.