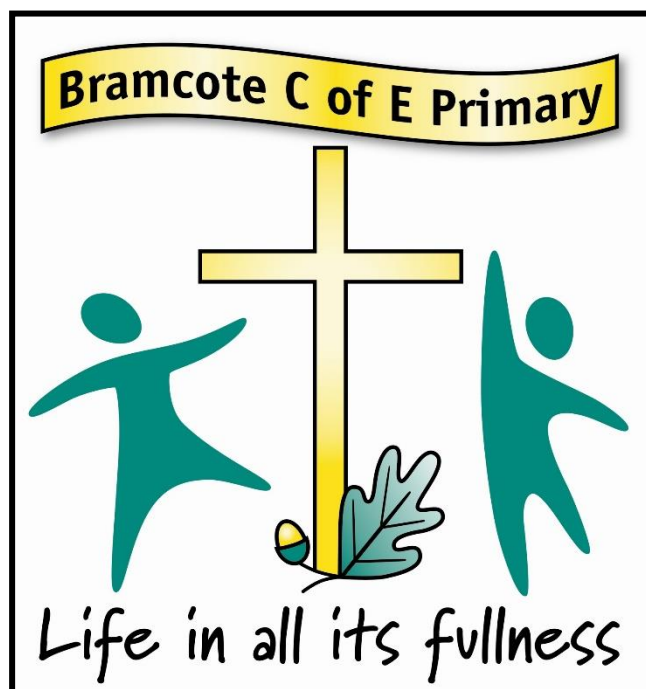


**BRAMCOTE CHURCH OF ENGLAND**

**PRIMARY SCHOOL**



**Anti-bullying policy**

**Autumn 2019**

## AMENDMENTS TO ANTI-BULLYING POLICY

<b>SEPTEMBER 2015</b>	<p><b>Addition on P2 -</b> This policy should be read in conjunction with... addition of e-safety policy.</p> <p><b>Deletion on P3 What does bullying look like? -</b> Deletion of final bullet point Taking or damaging someone else's property due to repetition.</p> <p><b>Amendments to Appendix 2 -</b> Anti-bullying week - changed to anti-bullying assemblies. Student voice, school council changed to pupil voice, school parliament.</p>
<b>September 2016</b>	<b>No current amendments</b>
<b>September 2017</b>	<p><b>Page 4 - Why are children and young people bullied -</b> Rewritten and updated this section of the policy.</p> <p><b>Page 4 - The reasons why some people bully?</b> Additional point to include home environment.</p> <p>Page 9 - <b>Change</b> Bramcote Buddies to Playground Leaders</p>
<b>September 2019</b>	<p><b>Page 3: At Bramcote C of E Primary we believe:</b></p> <p>- <b>Bullet point 2:</b> That the seven school values are clear to enable all children know what is expected of them.</p>

**Each person is God's precious creation, made uniquely different to contribute to the whole community. We value each individual as a child of God.**

At Bramcote Church of England School we believe;

- Children's behaviour should be managed in a positive way with lots of praise and encouragement which in turn promotes high expectations and good behaviour.
- That the seven school values are clear to enable all children know what is expected of them.
- Staff should ensure that all disputes or difficulties are dealt with fairly
- All adults in school should remember that they need to be good role models to the children and behave in an appropriate way.
- The reasons why children misbehave vary enormously and this needs to be taken into consideration when dealing with incidents.

We aim;

- To be approachable so children can say how they feel and feel listened to.
- To teach children to articulate feelings (their own or other peoples).
- To teach children to understand how their behaviour can affect others
- To maintain a positive ethos but retain clarity about what is expected; "we don't do/say/behave like that here!" Giving alternative ways to express how they feel.
- To provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and have "life in all its fullness".
- To ensure that parents feel confident that their children are safe and cared for in school and that incidents when they do arise are dealt with promptly and appropriately.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

This policy should be read in conjunction with policies on Behaviour, Equality, Special Educational Needs, SSEAL policy and e-safety.

### **Our definition of bullying**

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

*This can take many forms and is often motivated by prejudice.*

### **What does bullying look like?**

- Name calling
- Saying or writing nasty things about someone else.
- Mocking
- Threatening someone else
- Making offensive comments
- Physical assault e.g. hitting or kicking.
- Taking or damaging belongings
- Cyber bullying - inappropriate text messaging and e mailing; sending Offensive or degrading images by phone or via the internet
- Producing offensive graffiti
- Gossiping and spreading hurtful and untruthful rumours
- Excluding people from groups, not talking to them or leaving them out of an activity or game.
- Making someone feel uncomfortable or scared.

### **Why are children and young people bullied?**

Specific types of bullying include: Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travelers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation these are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobia, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

### **Homophobic Bullying**

At Bramcote C of E Primary School, we will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. If the persistent use of homophobic language or homophobic bullying is exposed it will be dealt with as with any other form of bullying.

### **Where does bullying take place?**

We acknowledge that bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into throughout their educational life.

### **Cyber-bullying**

With the increasing use of digital technology and the internet, this has provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet as outlined in our e-safety policy and encourage good online behaviour.

Whilst most incidents of Cyber-bullying occur outside school, we will offer support and guidance to parents and their children who experience online bullying and will treat Cyber-bullying in the same way as any other forms of bullying.

### **The reasons why some people bully**

There are many reasons why some individuals bully others. May include:

- A way of being popular
- To make themselves look tough and in charge
- To get attention or possessions
- To make other people afraid of them
- Because they are jealous of the person they are bullying
- They may be being bullied themselves
- Home environment

### **Reporting and responding to bullying**

All staff at our school are vigilant in recognising when children are being bullied. All classes have weekly "Circle Times" when issues and concerns are discussed. It is part of the ethos of our school to "tell" adults about worries. Teachers, teaching assistants and midday supervisors regularly feedback concerns to the Head teacher. Parents are encouraged to speak to teachers or the Head teacher whenever concerns about their child arise.

We aim to follow these procedures when a child feels he/she is being bullied;

- Member of staff is alerted by a child's behaviour or attitudes and informs head teacher.
- Member of staff has a report from child or parent that a child feels they are being bullied and informs the head teacher
- Member of staff witnesses an incident and reports to head teacher
- Parent raises concern with the Headteacher that their child is being bullied.
- Head teacher speaks to child concerned to ascertain facts or delegates this to another member of staff e.g. class teacher.
- Head teacher, or other member of staff, speaks to other children involved to ascertain facts.
- Records of discussions are kept in the Head teacher's electronic behaviour file
- If agreement is reached, children invited to discuss matter together and plan resolution.
- Parents of victim and perpetrator are informed of action taken and ways forward.
- School staff are informed and continue to monitor situation (children often involved in this)
- If bullying is taking place away from school Headteacher liaises with wider community e.g. community police officers or LA or Social Services.

Resolutions following a report of bullying may include:

- The victim agrees this was a one-off incident; and the other child involved admits an offence and an appropriate sanction is applied according to the Behaviour policy. Parents are informed at the end of the day via the class teacher.
- Both victim and perpetrator(s) admit offences and sanctions are applied as above. Parents are informed at the end of the day via class teacher.
- Perpetrator(s) admits offence and sanctions applied as above. Parents informed by letter according to Behaviour policy and are invited to a meeting to discuss further action to be taken.
- No one child found to be responsible and agreement of a group is sought. Children agree to self-monitor situation. Head teacher follows up to ensure satisfactory outcome. Parent's informed of outcome.
- Disagreement between children involved about facts. Teachers, children and parents involved in continuing to monitor situation.
- Circles of Friends established to support a child following any incidence of bullying.

### **Recording bullying and evaluating the policy**

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Headteacher. (A sample recording form is attached in Appendix 1).

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff at monthly staff development meetings.

This policy was reviewed by staff in September 2018 and will be presented to the governors at the Autumn Term Full Governor Meeting. The policy will be reviewed and updated annually  
Next review due- September 2019

# Appendix 1



## BRAMCOTE C OF E PRIMARY SCHOOL Incident Log

Please complete and give to member of management team as soon as possible. Thank you

Date \_\_\_\_\_ Information taken by \_\_\_\_\_ Designation \_\_\_\_\_

Initial information communicated:  
 by phone  by letter  in person  email  via a meeting

Name of Child	
Class:	
Details of incident:	
Action to be taken:	
Follow-up required? yes/no if yes, what _____ when _____	
CT's signature _____ HT's signature _____	



# PROFORMA FOR THE RECORDING OF BULLYING INCIDENTS



## Section 1

Name of School: \_\_\_\_\_

Senior Member of Staff: \_\_\_\_\_

### Section 2

Date incident occurred \_\_\_\_\_ Date reported: \_\_\_\_\_

### Section 3

Details of Those Displaying Bullying Behaviour

Pupil Name	Class / Year Group	Gender	Ethnicity	Disability (y/n)	SEN (y/n)

Total Number of Pupils Displaying Bullying Behaviour: \_\_\_\_\_

### Section 4

Details of Those Experiencing Bullying Behaviour (Optional)

Pupil Name	Class	Gender	Ethnicity	Disability (y/n)	SEN (y/n)

Total Number of Pupils Experiencing Bullying Behaviour: \_\_\_\_\_

### Section 5

Type / Nature of the Incident ✓

Written	e.g. graffiti, notes, letters, writing on jotters, written threats, ridicule through drawings	
Physical	e.g. pushing, shoving, fighting, tripping-up etc.	
Verbal	e.g. name-calling, slagging, threatening, sarcasm, discriminatory comments during lessons, etc.	
Property Damage	e.g. theft of bags, clothes, money, tearing clothes, ripping books etc.	
Incitement	e.g. encouraging others to bully, behave in a racist, sexist or discriminatory manner, use of homophobic language.	
Isolation	Ignored, shunned, rejected, left out of activities/groups, etc.	
Cyber-Bullying	e.g. malicious use of text messages, emails, internet chat rooms, use of picture/video clips on a mobile phone	
Other	Please specify: _____	

### Section 6

Please indicate if there is any suspicion that the incident may have been influenced by any of the following (you may tick more than one box):

Race		Class / Socio-economic Status	
Gender		Disability	
Sexual Orientation		Age	

<b>Section 7</b>			
When did the incident occur?			
Before School		Morning Interval	
After School		Lunch Break	
During Class		Various	
Between Classes			
<b>Section 8</b>			
Where did the incident occur?			
In School Building		Outwith School Premises	
In School Grounds		On School Bus	
Various		Community / Unknown	
<b>Section 9</b>			
Please indicate the investigative procedures carried out			
Investigated incident			
Interviewed pupils involved			
Interviewed parents of those experiencing bullying behaviour			
Interviewed parents of those displaying bullying behaviour			
Other			
<b>Section 10</b>			

Please indicate what action taken for those displaying bullying behaviour (sanctions and support)

<b>Section 11</b>
Please indicate what action was taken to support those experiencing bullying behaviour (e.g. support from staff, peer support, buddying, external agency involvement.)

<b>Section 12</b>			
Please indicate if any restorative / preventative work was carried out.			
Whole School		Individual	
Whole Class		Other	
Group Work			
Today's date:			
Signature of staff-member who initially dealt with / reported the incident:			
Signature of HT			



## Appendix 2

### **Strategies for preventing bullying**

As part of our on-going commitment to the safety and welfare of our pupils we at Bramcote C of E Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. Include here your strategies both as part of the curriculum and across the whole school including celebrating good behaviour and achievements. For example: -
  - Weekly SSEAL sessions.
  - Weekly Star assembly reinforcement of school rules.
  - Assembly themes linked to SSEAL.
  - Anti-Bullying assemblies
  - PSHE/Citizenship lessons and cross curriculum.
  - Specific curriculum input on areas of concern such as Cyber-bullying and internet safety
  - Student voice, school parliament
  - Playground Leaders
  
2. Support for parents/carers
  - Parent forums
  - Parent information events/information
  - Parent questionnaires.
  
3. Support for all school staff
  - Staff training and development for all staff including those involved in lunchtime and before and after school activities