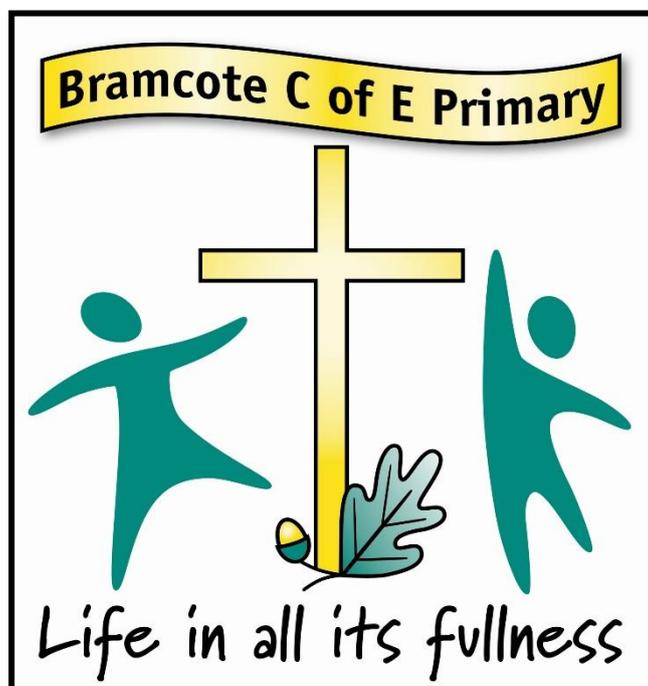


BRAMCOTE CHURCH OF ENGLAND

PRIMARY SCHOOL



ANTI-BULLYING POLICY

SEPTEMBER 2020-2021

AMENDMENTS TO ANTI-BULLYING POLICY

SEPTEMBER 2015	<p>Addition on P2 – This policy should be read in conjunction with... addition of e-safety policy.</p> <p>Deletion on P3 What does bullying look like? – Deletion of final bullet point Taking or damaging someone else's property due to repetition.</p> <p>Amendments to Appendix 2 – Anti-bullying week – changed to anti-bullying assemblies. Student voice, school council changed to pupil voice, school parliament.</p>
September 2016	No current amendments
September 2017	<p>Page 4 – Why are children and young people bullied - Rewritten and updated this section of the policy.</p> <p>Page 4 - The reasons why some people bully? Additional point to include home environment.</p> <p>Page 9 – Change Bramcote Buddies to Playground Leaders</p>
September 2019	<p>Page 3: At Bramcote C of E Primary we believe:</p> <p>- Bullet point 2: That the seven school values are clear to enable all children know what is expected of them.</p>
September 2020	<p>Policy updated in line with the latest LA recommended policy.</p> <p>P3: New Section Introduction</p> <p>P4: Updated definition of Bullying to read: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.</p> <p>www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying</p> <p>P5: New section recommended from LA model policy. <i>Behaviour often associated with bullying</i></p> <p>P5: What does Bullying look like – updated section</p> <p>P6: Why are children and young people bullied? – updated section</p> <p>P7-8: New Sections - Other vulnerable groups include Prejudice related language</p> <p>P8: New Section Roles and Responsibilities</p> <p>P9-10: Strategies for preventing bullying, removed from appendix 2 and put into policy.</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.

Introduction

At Bramcote C of E Primary school we aim to provide a safe, caring and friendly environment for learning for all our pupils to allow them to improve their life chances and help them maximize their potential. This includes encouraging open discussion around differences between people and celebrating diversity.

We recognise that a school has a responsibility to have an understanding of the community they serve and to respond to identified concerns including proactively teaching children about potential threats to their health and safety. We will therefore adopt a contextual approach to bullying and peer on peer abuse, working with families and outside agencies where appropriate.

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. We would also want parents/carers to feel confident that their children are safe and cared for in school and that incidents, if/when they do arise, are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic. This will include ensuring any action taken by the school has taken into account their needs and that any actions taken by the school do not put the pupil at greater harm.

BRAMCOTE C OF E PRIMARY SCHOOL –ANTI-BULLYING POLICY 2020-21

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 to 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.

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/aba-definition-bullying

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get into trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Peer on Peer Abuse (See Peer on Peer Abuse Policy for full details)

This can include but is not limited to:-

- Bullying including cyberbullying
- Sexual violence and sexual harassment
- Physical abuse
- Sexting
- Initiation/hazing, violence and rituals

Sexist and sexual bullying

Sexual Harassment –unwanted contact of a sexual nature which can occur on and offline This behaviour is considered to violate a child's dignity and /or make them feel intimidated, degraded or humiliated and /or create a hostile, offensive or sexualised environment. Again this needs to be considered by cross referencing with the Peer on Peer policy but the initial response from staff will be the same as any reported bullying incident and dealt with in a contextual way.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying and peer on peer abuse. If the target or alleged perpetrator might be in danger then intervention is urgently required including a safeguarding referral.

What does bullying look like?

Bullying behaviour can be;

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals such as false friendships, criminal exploitation, sexual exploitation and radicalization.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the ‘bystanders’ or ‘accessories’.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a trans 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, Traveller heritage
- 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, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are perceived to be different in some way or their friends, family members or their parents/carers are perceived to be different.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other form of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
-

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Roles and responsibilities

The Head Teacher – Has overall responsibility for:

- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies.

The Designated Safeguarding Lead is Sarah Meredith who is also the Headteacher. Safeguarding is the responsibility of all staff, however all staff, parents and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is:
- Cindy Jones.

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.

Strategies for preventing bullying

As part of our ongoing 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.

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values.
 - Weekly Star assembly reinforcement of school rules.
 - Assembly themes linked to SSEAL.
 - Anti-Bullying week annually in November and Safer Internet Day in February
 - SSEAL / Circle time weekly
 - Celebration events
 - Specific curriculum input on areas of concern such as cyber bullying and internet safety
 - Student voice, School Parliament
1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
 - Restorative Justice in line with our behaviour policy
 - Counselling and/or Mediation schemes
 2. Small group work Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

3. Support for parents/carers
 - Termly Parent forums
 - Parent information events/ information-on the school website
4. Support for all school staff
 - Staff training and development
 - Encouraging all staff to model expected behaviour
 - Staff training around curriculum delivery of PSHE related curriculum areas

This policy will be reviewed annually by staff and will be presented to the governors at the Autumn Term Full Governor Meeting.

Reviewed September 2020

Next review due- September 2021.

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	

Section 7			
When did the incident occur?			
Before School		Morning Interval	
After School		Lunch Break	
During Class		Various	
Between Classes			
Section 8			
Where did the incident occur?			
In School Building		Outwith School Premises	
In School Grounds		On School Bus	
Various		Community / Unknown	
Section 9			
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			
Section 10			

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

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

Section 12			
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			