Bligh Primary School

ANTI-BULLYING POLICY AND PROCEDURES FOR DEALING WITH BULLYING

Policy date November 2023
Next review due September 2025

Policy Statement

The school's policy for managing behaviour is part of our schools overall strategy that our children are ideally placed to make positive life choices as young adults. This starts in nursery and is part of our 'Ready' strategy.

We aim to prevent bullying through a consistent approach to behaviour management. We believe that the vast majority of children enjoy school and have good relationships with other children.

Aim

It is important that all adults in this school combat bullying because;

- It makes children unhappy
- It affects pupil achievement
- It creates copy cats
- It upsets pupils, parents and teachers
- It tarnishes the school's reputation

What is bullying?

We believe bullying is:

- a deliberate attempt to hurt someone
- a pattern of behaviour over a period of time causing psychological or physical harm
- when the victim is unable to defend themselves

Bullying can be:

- Verbal harassment – name calling (including sexist comments), insults, taunts, offensive language, constant criticism
- Written harassment – insults, taunts, letters
- Peer on peer abuse- sexualised behaviour between children of a similar age
- Harassment- Sexual or otherwise
- Cyber–bullying – through social networking sites, text messages, e mails
- Graffiti on walls, books, desks, school bags, obscene gestures
- Vandalism of property
- Repeated unfounded complaints, distorting and misrepresenting actions
- Literature being brought into school which contain defamatory material
- Refusal to co-operate or work with particular pupils; excluding pupils from the social group
- Unprovoked physical assault or the threat of it
- Causing physical or psychological distress individually or with a group of others

Bullying is usually directed at someone perceived to be different or where there is a real or perceived imbalance of power.
This may be because of:

- Racial origin
- Ethnic group
- Gender based or homophobic abuse
- Physical difference e.g. wearing of glasses
- Disability

Bullying is not a 'one off' incident in which two children quarrel or fight on equal terms.

Actions all adults should take

- Do not allow bullying anywhere
- Challenge stereotypes and sexist language

- Encourage children to tell and back them up
- Use peer pressure against bullying behaviour
- Help children to think about strategies to use
- Find out the facts when told about an incident
- Use circle time and PSHE lessons to talk about bullying
- Support the victim by allowing the chance to talk
- Support the bully by helping him/her to change the behaviour
- Tell the class teacher or Head of School of any concerns
- Understand school procedures and keep informed of any action taken
- Be aware that incidents occur between pupils and some of them are not bullying

What can children do?

Children will be advised to:
- Tell an adult they school
- Tell themselves that they do not deserve to be bullied
- Ask their friends to help say no to bullies
- Stay with groups of children at playtime
- Try to not show that they are upset – just go and tell an adult instead
- Avoid fighting back
- Speak with on of their peer mediators

Procedures for staff for dealing with bullying

The following procedures are in place for dealing with cases:

1. Good levels of observation of behaviour both in and out of the classroom.

2. Complaints from children listened to and dealt with promptly and fairly, usually by involving all parties to discuss acceptable behaviour and to apologise for inappropriate behaviour.

3. Repeated complaints from the same child noted. Class teacher involved and observations taken throughout the school day to measure the extent of the problem.

4. Complaints from parents recorded in the child's record in the classroom, including the action to be taken. Parents informed of action taken and kept informed of steps taken.

5. Teachers inform parents of both victims and aggressors of any daily incidents which could develop into a pattern of bullying.

6. In serious cases of bullying all Teachers, TA's and Dinner Supervisors in the school are informed of the nature of the problem so that levels of observation are heightened.

7. Serious complaints from parents to be taken to the Head Teacher who will record the complaint and action taken. Parents of all involved parties will be kept informed of steps taken.

8. Where cases are not speedily resolved, parents will be notified verbally or by letter of their child's continuing bullying behaviour and will be invited into school to discuss the complaints against their child and the schools intended course of action.

9. Should bullying persist then further sanctions are outlined in our Behaviour policy. These can lead to fixed term or permanent exclusion from school.

Clearly bullying, or any other unacceptable behaviour play no part in our school environment and will be dealt with firmly and fairly.

The attached appendices give further guidelines for specific groups within the school.

Appendices:
1. Summary for Parents/Carers
2. Summary for Pupils
3. Summary for Governors
4. Summary for Teachers
5. Summary for Support Staff

Appendix 1

Summary for parents/carers
Parents and carers have a very important role in supporting the school to implement its anti-bullying and behaviour policy effectively. Here are some ways in which you can be helpful.
Responsibilities

 To ask for information on the school's anti-bullying and behaviour policy and any approach used to respond to incidents of bullying or harassment.

 To sign the home/school contract to abide by that contract.

 To work in partnership with the school on encouraging positive behaviour, valuing and respecting difference.

 To understand that children need to learn to deal with disagreements and conflict in an assertive but non-violent manner.

 To be alert to and inform the school about significant behaviour changes and signs of distress in their children.

 To inform staff of any significant change in circumstances which may affect the way in which pupils respond in school.

 Alert staff to information reported by pupils on incidents or any concerns arising about other pupils' behaviour and attitude.

 To communicate to children that you trust the school and staff to deal appropriately with incidents that arise and which school are aware of.

Strategies

 To clarify with staff the school's approach to working with parents.

 To be aware of opportunities offered for formal and informal consultation with parents.

 To discuss school incidents at home and to encourage children to share feelings and anxieties. Promote the development of important interpersonal skills such as listening to others, negotiation and communication.

 To provide opportunities to discuss with your child issues relevant to friendships and relationships both in and out of school.

 To tell the class teacher of any concerns about bullying or harassment. Check out school procedures asking to be kept informed of any action taken.

 Be aware that many incidents will occur which are disagreements between pupils and where there is no clear bully or victim. Both parties will need to accept the consequences of their behaviour in line with the school policy.

 The positive parenting network will provide other ideas/strategies to support you.

Appendix 2

Summary for pupils
This policy is for you. However, it is you and the other pupils who have the greatest responsibility in ensuring that the policy in school is effective in preventing and responding to bullying or harassment incidents. Responsibilities

 To not become involved in bullying incidents.

 To be aware of the school's way of dealing with incidents and of the kinds of support available.

 Always tell a member of staff if you think bullying is happening.

 Talk to your parents/carers about any worries you may have.

 Support pupils who may be subjected to bullying.

 Be prepared to speak up if you see or hear something you think is unfair.

Strategies

 Value pupil differences and treat other people with respect.

 Use the school's procedures if you suspect incidents are taking place.

 Be alert in those places around the school where there is less adult supervision e.g. the playground, the toilets, corridors and stairs.

 Get involved in writing and of following rules guiding work and behaviour in the classroom and the school.

 Cooperate with other pupils to help the school as a whole deal with bullying and harassment efficiently e.g. by joining the school council, by becoming a peer mediator.

 Encourage teachers to discuss bullying issues. Take part fully in the curriculum opportunities offered e.g. stories, poetry, surveys and role-play.

 Provide good role models to younger pupils and support them if bullying occurs.

 Keep parents and carers informed about activities in and out of school. Contact support agencies for help if necessary.

Many of our pupils will be able to understand the content of this section but may be unable to read it themselves. The responsibilities and strategies will be made clear to children through class discussions, assemblies, etc.

Appendix 3

Summary for the LAC
The LAC have an important role in ensuring that the fulfils its legal obligations with respect to anti-bullying, anti-harassment and anti-racist policies and procedures. The governors have a responsibility to ensure that procedures undertaken in school are monitored and are effective.
Responsibilities

 Ensuring that the school's equal opportunities and behaviour policy make reference to the different forms of bullying and harassment.

 Ensure that the curriculum provides planned opportunities for pupils to discuss issues relevant to anti-bullying and equality of opportunities generally.

 To ensure that staff receive appropriate relevant training to enable policies to be effectively implemented.

 To ensure that they are aware of any patterns of bullying and persistent parental complaints.

 To ensure that incidents are monitored and if appropriate policies and procedures are reviewed.

 To ensure that parents are informed of the school's anti-bullying policy and where appropriate are consulted within any review process.

 To support the Head of School in implementing school policy.

Strategies

 To become familiar with and clear about the school's current position on anti-bullying anti-harassment and equal opportunities.

 To attend training opportunities for governors on these issues.

 To clarify the pupil's position in implementing the policy.

 Where necessary to help to establish an action plan to review policy and procedures.

 To support the Head of School in establishing appropriate mechanisms for monitoring incidents.

 To help the Head of School identify ways of disseminating the policy to pupils and to parents.

 Establish a clearly communicated mechanism by which parents can communicate concerns with the school and to the governors. Such concerns will need to be responded to.

Appendix 4

Summary for teachers
The role of the teacher is crucial in implementing the school's anti-bullying and behaviour policy. The classroom ethos, which they establish, will ensure that equality of opportunity and anti-discrimination works in practice.
Responsibilities

 Ensuring that they know the content of the equal opportunities and anti-bullying policy.

 Ensuring that training opportunities are taken up.

 To be sensitive to the possibility of bullying and harassment and dealing with all incidents in a consistent manner in line with the school's guidelines including the logging and reporting procedures used in the school.

 Ensuring that the beliefs and values underpinning equal opportunities and anti-bullying are reflected within the classroom environment and the curriculum.

 Be aware of the cultural and social diversity and the beliefs of students in the class in order to be aware of comments and or behaviour, which could be offensive to particular individuals or specific groups of pupils.

 Manage behaviour in a way that is seen by the pupils as fair and which models respect for the individual.

Strategies

 Involve students in drawing up ground rules for class behaviour.

 Display agreed codes of conduct prominently within the class.

 Have regular opportunities for whole class and or small group discussion where the topic of bullying and harassment is raised and all pupils are encouraged and supported to give their views and express their feelings. It is important to create a climate where it is safe and acceptable to 'tell'. Circle time is one established way where this may be accomplished.

 Consider at the planning stage of any topic how equal opportunity issues can be promoted. Become aware of which resources available within the school can support this. Where appropriate deal with instances of bullying and harassment explicitly through the curriculum.

 Use of display materials within the classroom and around the school can help to promote positive values.

 Use discussion and curriculum opportunities to discuss the role of the ‘bystander’ in supporting bullying and harassment. Methods such as the ‘no blame approach’ ensure that the on-lookers no longer collude with bullying behaviour and develop a role in supporting anti-bullying values.

 Intervene when incidents are observed outside and inside the classroom so that pupils do not feel unprotected during particular parts of the day.

Appendix 5

Summary for support staff
Support staff includes teaching assistants, clerical staff, mid-day meal supervisors and the caretaker. These are adults who are often in a position to observe pupils out of the classroom. Therefore the contribution of support staff to the successful implementation of the anti-bullying policy is vital.
Responsibilities

 Ensure familiarity with the school’s equal opportunity and anti-bullying policies.

 To attend training (which may be within school) on dealing with instances of bullying and harassment

 To be sensitive to all instances of bullying and harassment within the class and around the school; to deal with every incident in a fair and consistent manner according to the school’s guidelines.

 To find out about the diversity of pupils represented within the school and wider community to be alert to comments or behaviour which could be offensive to specific groups of people.

 Meal supervisors to be informed about pupils’ dietary requirements.

 To report incidents of bullying and harassment as set out within the school’s guidelines.

Strategies

 Participate in training to become familiar with the school’s equal opportunities, anti-bullying and anti-harassment policies.

 Ensure familiarity with the school’s systems for managing behaviour and then follow them consistently.

 Intervene in any incident observed around the school.

 Remain calm and avoid getting into confrontations with pupils.

 Model ways of talking and behaving which exemplify respect for the individual.

 Challenge stereotypic remarks e.g. sexist comments; racist assumptions.

 Keep a watch out for children who may be vulnerable to bullying and try to involve them in games with other pupils.

 Chat informally to pupils about their interests and their news. Being proactive about building up positive relationships with potentially difficult pupils can be helpful when later trying to modify their behaviour.