ANTI-BULLYING POLICY

This policy should be read in conjunction with our School Aims, Behaviour Policy, Safeguarding Policy, Child Protection Policy, E-Safety Policy and Equality Information and Equality Objectives. This policy is regularly monitored, evaluated and reviewed annually.

The purpose of this policy is that it will create a positive ethos. It should also be a step towards help for bullies and victims. It should also send out messages not only to pupils but also to parents and the wider school community.

Principles and Values

At Burnhope Primary School we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of excellent behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All governors and teaching and non-teaching staff know what the school Anti-Bullying Policy is and what they should do if bullying arises.

The aim of this policy is to work together to ensure that school is a safe place for children and adults to be: whether the school community is directly or indirectly affected by bullying or not.

Definition

Bullying takes many forms. Bullying can be short-term, or can continue over years. Bullying can be physical or verbal. Bullying can be overt or subtle intimidation.
Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim.

Burnhope Primary School uses the following collaborative definitions of bullying. It may take various forms:

- Verbal: name calling, sarcasm, teasing, spreading rumours, unfavourable or negative comments making fun of culture or religion, gestures or actions relating to disability or special educational needs.

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- Emotional: being unfriendly, excluding from play, refusing to talk or even acknowledge an individual, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, biting, hitting, punching, tripping, nipping, any use of violence, taking or hiding another's property.
- Online/Cyber: misuse of technology (internet or mobiles) to hurt or humiliate another person.
- Racial: racial taunts, graffiti, gestures, making fun of culture and religion.
- Homophobic and Transgender: Homophobic bullying is when people behave or speak in a way which makes them feel bullied because of their actual or perceived sexuality. People may be a target for this type of bullying because of their appearance, behaviour, other physical traits or because they have friends or family who are gay, lesbian, bisexual or transgender or just because they are seen as being different.

Bullying can take place in the classroom, playground, toilets on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Perpetrators and Victims
Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:
- The size of an individual
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff Responsibilities
Children have the right to be safe. All staff have a responsibility to keep them safe.
Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues that bring about a tendency to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

All bullying is aggressive, either physical, verbal or psychological, although not all aggression is necessarily bullying. Bullying is aggressive, but it's more complex behaviourally than a punch-up or foul language. Bullying in the form of emotional or psychological aggression is less visible to teachers but very painful to the victims. Any behaviour which is illegitimate use of power in order to hurt others is bullying behaviour.

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Burnhope Primary School Staff will:

- Staff will receive ongoing training to ensure strategies for dealing with incidents are consistent and their practice is up to date. Staff will reinforce expectations of behaviour in line with our Behaviour Policy. Staff will receive regular training of the Data Protection Act 1998 with regard to the disclosure of information.
- Regular planned opportunities for all classes to learn about bullying; what it is and also develop and understanding of the effects of bullying and the damage it can cause to both the child who is bullied and to the bully. All pupils to realise the importance of telling a member of staff about bullying when it happens.
- Promote vigilance in monitoring children's well-being, demeanour and social interactions so that all are alert to signs of distress and other possible indicators of bullying.
- Actively nurture and develop self-esteem, self-respect and respect for others. Model and lead by example the high standards of personal and social behaviour we expect of our pupils.
- Establish agreed procedures for prompt and effective management of instances of bullying and ensure that the immediate safety and well-being of all pupils is paramount.
- Listen to children who have been bullied, take what they say seriously and act to support and protect them. Follow up any complaint by a parent about bullying, and report back promptly to parents fully on the action that has been taken.
- Work with pupils and parents as necessary to resolve incidents. Parents of the child who is bullied and of the child who has bullied should be supported to ensure these incidents are not repeated and children are happy at school.
- Record incidents and actions being taken using CPOMS. Also record reported suspected cases of bullying so that incidents can be monitored over time. Record names, date, time, details of the incident and the action taken. Alert the head teacher, deputy head teacher and relevant staff members on the CPOMS incident page.
- Staff must follow the Equality Policy

Staff must;
1. Inform the head teacher and/or other appropriate persons e.g. the class teacher and dinner staff.
2. Inform colleagues if the incident arose out of a situation where everyone should be vigilant e.g. unsupervised toilets.
3. Inform/ask the head teacher to inform both sets of parents calmly, clearly and concisely; reassure both sets of parents that the incident will not linger on or be held against anyone.

Staff must not;
1. Be over-protective and refuse to allow the victim to help him/herself.
2. Assume that the bully is bad through and through; try to look objectively at the behaviour, with the bully.
3. Keep the whole incident a secret because you have dealt with it.
4. Try to hide the incident from the parents of the victim or of the bully.
5. Call in the parents/carers without having a constructive plan to offer either side.

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Actions already taken

- The head teacher is responsible for co-ordinating anti-bullying issues.
- Children can voice their concerns anonymously using the worry box.
- Children can voice their concerns in PSHE lessons.
- Children can raise concerns through Burnhope Buddies.
- Children are aware that they can speak directly to the head teacher, deputy head teacher, teachers, teaching assistants and lunchtime supervisors. They are aware and will be reminded that these staff members are required to share the information to help.
- The procedures to follow if a child feels they are being bullied are depicted in a child friendly way within school.

Pupils Responsibilities

We expect Burnhope Pupils to:

- Not take part or become involved in any kind of bullying.
- Report all incidents of bullying or suspected incidents of bullying to a staff member. This includes those who have experienced being bullied and bystanders who have witnessed an incident.

Remember

No-one deserves to be bullied. Bullying is wrong and should be reported. By telling an adult the perpetrator and the victim can get the help they need.

Parents / Carers Responsibilities

We ask parents/carers to support their children and school by:

- Being vigilant and aware of the possible signs of bullying such as distress or unusual behaviour
- Listening to their children and reassuring them that appropriate action will be taken
- Reminding their children to report any bullying to the class teacher of other staff members.

Actions to be taken

- All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.
- Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.
- Restorative approaches may be used (see Behaviour Policy).
- Other consequences may take place e.g. a parent/carer being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes.
  In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

  During and after the incident(s) have been investigated and dealt with, each case will be recorded on CPOMS (Safeguarding and Child Protection Software for Schools).
  Monitoring will take place to ensure repeated bullying does not take place.
  The Safeguarding Governors (Carolann Brooks and Jude Considine) will be informed of any bullying incidents recorded along with the sanctions and reconciliation.

If a child feels that they are being bullied, then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell someone on School Council
- Tell a Burnhope Buddy
- Tell a teacher or adult whom you feel you can trust
- Tell a dinner supervisor
- Write your concern and post it in the 'worry box'
- Discuss it as part of a PSHE lesson
- Tell an adult at home whom you feel you can trust

These procedures are illustrated in pictures drawn by the Buddies and are displayed in school.

Prevention
At Burnhope Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying:
- Weekly PSHE lessons using the Jigsaw whole-school approach scheme of learning and corresponding assemblies
- SMSC Curriculum
- E-Safety Day
- Worry Box
- Peer Support Scheme – Buddies
- Focus Group Meetings
- Anti-Bullying Week assembly and activities
- Regular Buddy Training from a recognised training provider – Big Award
- Encouraging all children to have respect for each other and for other people's property
- OPAL – promoting good behaviour through positive play
- Consultation of stakeholders through questionnaires– staff, parents and pupils on current anti-bullying interventions and their impact

In this school, because of the relatively small number of pupils, it ought to be easier to identify and know well, all the pupils on roll; therefore it ought to be a distinct advantage in dealing with problems of bullying. The victims must have the confidence in their teachers; they must believe that the teachers can act and this school means what it says.

July 2019