



Benfieldside Primary School Anti - Bullying Policy – reviewed and updated 2021

Introduction

It is a government requirement that all schools have an anti-bullying policy. In 2017, the DfE released a document offering guidance to schools on 'Preventing and Tackling Bullying'. This policy reflects this guidance. Bullying involves dominance of one person by another, or a group of others, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult for victims to defend themselves against. It can take many forms but the main types are:
- Physical – hitting, kicking, taking another's belongings
- Verbal – name calling, insulting, making offensive remarks
- Indirect – spreading nasty rumours about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages on mobile phones/social networking sites etc. Some forms of bullying are attacks not only on the individual but also on the group to which he or she may belong. Within school, we will pay particular attention to:
- Racial harassment and racist bullying
- Sexual bullying (peer on peer abuse)
- The use of homophobic language
- Bullying of pupils who have special educational needs or disabilities

Aims and objectives:

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We do however accept that many forms of bullying can, and do, take place out of school. Whilst as a school we aim to educate children about the negative impact, and dangers of bullying, our involvement in incidents that occur out of school may be limited. Cyber bullying in particular, takes place on a wide range of social media platforms which often carry an age limit beyond that of a primary school pupil. The school website provides further information on keeping children safe on the internet. We aim, as a school, to create a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

The role of governors:

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately. The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The role of the headteacher:

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request. The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teachers and support staff:

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the Senior Leadership Team. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the SLT, the child's parents are informed. All incidents of bullying that occur both in and out of class are recorded and reported to a member of SLT through CPOMS. We also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should report it to a member of SLT, who will record it on CPOMS. When any bullying has taken place, the teacher will deal with the issue immediately. This may involve counselling and support for the victim, and punishment for the offender. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the headteacher, deputy headteacher or assistant headteacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as social services or the behaviour support team. All members of staff undergo training, attend staff briefings and undergo appraisal which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help

pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

The role of parents:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of Senior staff. If still not satisfied, they must follow the school's complaints procedure, as detailed on the school website. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The role of pupils:

Pupils are encouraged to tell anybody they trust if they or a friend are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including bullying, in the pupil questionnaire and through School Council. Our school and children develop the school values which are based on Respect, Perseverance and Happiness.

Monitoring and review:

This policy is monitored on a regular basis by the headteacher, who reports to governors about the effectiveness of the policy. The anti-bullying policy is the governors' responsibility, and they review its effectiveness. They can do this by examining the school's record system, through Headteacher Reports, where incidents of bullying are recorded, and by discussion with the headteacher. Governors can analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. This policy will be reviewed every three years, or earlier if necessary.