

ANTI-BULLYING POLICY

Issue 14

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Approved by:



Head Teacher
Bailey's Court Primary School

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Authorised by:



Chair of Full Governing Body
Bailey's Court Primary School

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Bullying Policy

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1	July 1998	Original policy document.	W Davey & M Telfer
2	July 2000	Document reviewed and updated.	W Davey & M Telfer
3	July 2002	Document reviewed and updated.	W Davey & M Telfer
4	July 2004	Document reviewed and updated.	W Davey & M Telfer
5	July 2006	Document reviewed and updated.	W Davey & M Telfer
6	October 2008	Document reviewed and updated.	M Telfer
7	March 2011	Document reviewed; no changes identified.	W Preedy
8	April 2012	Document reviewed; changes shown in left hand margin.	W Preedy & J Underhill
9	Nov 2015	Document reviewed and updated.	M Telfer
10	Feb 2016	Policy completely rewritten following guidelines from Local Authority	A Lynham
11	September 2018	Document reviewed and updated.	M Telfer
12	September 2019	Document reviewed and updated.	A Lynham
13	September 2021	Document reviewed and updated	A Lynham
14	September 2023	Document reviewed and updated	A Lynham

SUMMARY

This policy statement should be read in conjunction with the School's Behaviour and Discipline Policy. If you require further details about this policy then please refer to the Head Teacher or Deputy Head Teacher.

1.1 Policy for dealing with bullying, racist and homophobic incidents.

1.1.1 Rationale

At Bailey's Court Primary School we aim to create a safe and secure learning environment where individuals treat each other with respect and understanding. Bullying has no place in our school.

1.1.2 Aims

- ❖ To create a positive ethos within the school based on mutual respect where differences are explored and respected.
- ❖ To recognise what bullying is, and to provide effective measures for combating bullying.
- ❖ Establishment of clear procedures for dealing with any incidents of racist or homophobic behaviour.
- ❖ The creation of a climate where victims of any racial/homophobic incidents feel able to report them.

1. What is bullying?

Most definitions of bullying refer to the following elements:

- It is deliberately hurtful behaviour.

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- It is repeated often over a period of time.

In our school we use the following definition to define bullying:

- Bullying is repeated and intentional physical, verbal, or unkind behaviour towards someone else designed to cause upset and harm.

Bullying can take the following forms:

- Physical - *hitting, kicking, taking belongings.*
- Verbal - *name calling, teasing, insulting, racist remarks, homophobic remarks.*
- Social - *spreading nasty stories about someone, excluding someone from social groups, revealing secrets, making a fool of someone, playing nasty jokes, mimicking*
- Cyber- bullying- *name calling, teasing, insulting, racist or homophobic remarks made using an online forum.*

2. What bullying is not

- Not liking someone
- Accidentally bumping into someone
- A one off occasion or telling a joke about someone or calling someone names
- Arguing
- One off hitting or kicking

3. Who bullies?

Both boys and girls can bully others. Reasons for being a bully may include:

- Previous experience of being bullied
- Feeling of inadequacy
- Enjoyment of power/creating fear
- Copying behaviour from home/tv

4. Establishing a positive school ethos

The most important aspect of our strategy to combat bullying is the creation of a positive and inclusive school ethos. This begins with how adults in the school treat each other, parents, and pupils: with respect and understanding, even in difficult situations. Concerns expressed by pupils and parents are always listened to carefully and taken seriously.

We have a very clear **Behaviour and Discipline Policy** which states the behaviours we want to promote, and the rewards which go along with those behaviours. These behaviours are promoted at all times in our daily lives. Within the **school curriculum** there are many opportunities to promote the understanding of feelings and emotions, most specifically through PSHE lessons and assemblies which contains a specific focus on recognising and dealing with bullying. One of the chief aims of the school is to create a school community based on good relationships. In this way, by aiming to 'include' everyone in the school community, it is much less likely either that children will become a focus for bullying, or that others may resort to bullying.

5. Our Approach to tackling bullying: the 'problem-solving' approach

Where a case of bullying has been identified, our principal aim is **to restore the victim's sense of happiness and well-being**. Our approach is based on the widely accepted understanding that the most effective strategies to combat bullying include the following:

- Involvement of the wider school community in finding a solution to the problem/s
- Consistency in prevention and response
- Taking all issues seriously
- Not seeking in the first instance to apportion blame
- Involving parents at an early stage

The most successful intervention strategies all involve a **problem-solving approach**.

What we aim to do:

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- **Encouraging reporting** We encourage children, parents and staff to report **any** suspected instances of bullying to one of the teaching staff or to the Headteacher. Children in particular need to be assured not to keep worries to themselves, but to tell their parent and/or a teacher. The whole school community needs to be assured that all instances are taken very seriously, and investigated thoroughly.
- **Response** It is essential that the first adult involved in the situation reassures the 'victim' and informs the member of staff nominated to deal with bullying as soon as possible. Currently the nominated people (NP) at Bailey's Court are the Headteacher, Deputy, Assistant Heads and Parent Link Worker.

Step one - interview with the victim

When the NP finds out that bullying has happened they start by talking to the 'victim' about what the victim sees as the problem, and how they feel about it. The NP makes notes about the bullied child's feelings/'symptoms' - not wanting to come to school etc., as well as the version of events as described by the child. They will then obtain permission from the child to arrange a meeting with the bully/bullies/spectators. A list of those involved is drawn up by the NP. The NP then tells the 'victim' that they will arrange a meeting with these children.

Step two - convene a meeting with the people involved

The meeting takes place led by the NP. Those present will be the victim and the children identified in Step 1. The first point made, even as the meeting is being set up, is that it is a meeting - not a telling off. The tone set should be a friendly one:- we have a problem here in school, let's see if we can solve it. It is important to say that the people invited to the meeting are there because they may be able to help and that nobody is in trouble.

Step three - explain the problem

The NP tells them about the way the 'victim' is feeling, mentioning what has been told to him/her at the previous meeting. If appropriate, an example of the behaviour that led to these feelings may be mentioned, and the group invited to comment on their perceptions. At this stage, no blame is to be ascribed. With very young children it can be told almost as a story.

Step four - share responsibility

The NP does not attribute blame but states that s/he knows that the group could help resolve the situation.

Step five - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The NP gives positive responses, and guides the discussion as appropriate. A commitment to change from the group may be one outcome.

Step six - leave it up to them

The NP ends the meeting by passing over the responsibility to the group to solve the problem. The NP arranges to meet with them again to see how things are going.

Step seven - meet them again

About a week later the NP discusses with each child including the victim, how things have been going. This allows the NP to monitor the bullying and keeps the children involved in the process. Further reviews may be decided on as necessary.

6. Additional guidelines

- **Communication** It is important that there is on-going communication during this process between the NP and class teachers of all children involved. The Head and Deputy Head should also be informed, if they are not involved at this stage already. Other members of staff (eg Lunchbreak Supervisors) are also likely to need to be kept informed.
- **Involving Parents** Parents of all children involved should be informed at the earliest opportunity, so that their support can be encouraged. Parents are encouraged to:
 - Listen carefully to their child, and reassure them that action will be taken
 - Stay calm whatever the concerns

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- Discuss issues with the school at the earliest opportunity, and review actions regularly
- Give the school time to address the issues
- **Monitoring** Informal monitoring should continue for some time after the initial identification of the problem. Appropriate further support should be offered to both victim and bully - eg. help in developing friendship or assertiveness skills or self-esteem training.
- **Formal Monitoring** A written record of those involved and the action taken should be made using the online Welfare Tracker.
- **Looked After Children** Where children involved are looked after by the Local Authority, it is essential that their Social Worker is involved at the earliest opportunity.
- **Bullying by adults** Where an instance of adult or child bullying by a member of staff is reported to the school, appropriate measures should be taken in accordance with the School Complaints Policy and will be reported to the LADO (local authority designated officer)

Racial Incidents/homophobic Incidents

1. **Type of Incidents** The actions the school takes in response to any incident are in line with the guidance contained in the LA guidelines on dealing with Racist/homophobic incidents. These guidelines cover a range of possible incidents, some of which are unlikely to occur within a Primary School. The type of incident more likely to occur might be one of the following:
 - Racist/homophobic comment or verbal abuse.
 - Ridicule of an individual for cultural difference (e.g. food, music, dress)
 - Refusal to cooperate with an individual because of their race, sexuality, family set up, ethnicity, language etc
 2. **Procedures** The procedure for any incident should be as follows:
 - Incident to be reported to the Headteacher/ Deputy (the designated person) immediately.
 - Headteacher/Deputy investigates incident as quickly as is practicable: written report made.
 - Headteacher/Deputy reports incident to victim's and perpetrator's parents.
 - Support offered to the victim and action taken to address the perpetrator's behaviour. This may simply be a discussion/counselling, or it may take the form of an Individual Provision Plan. The approach taken may be a 'problem-solving one' (see anti –bullying procedures for further details) or a more direct approach, depending on the situation. Outside agencies may be involved as necessary (e.g. Education Welfare/ Pupil Referral Service).
 - Incident reported to LA.for monitoring purposes.
 - Situation is monitored closely over ensuing weeks.
- **Complaints** Any complaints in respect of this policy should be addressed in the first instance to the Headteacher (see also **Complaints Policy**)

7. Continuation of Bullying

In the event that any child involved continues to bully others, then it will be necessary to initiate further action in line with the school's Behaviour and Discipline Policy. Ultimately this can lead to permanent exclusion from the school.

8. The development of positive playground behaviour

Given that the majority of bullying incidents are found to occur at breaktimes, it is essential that staff and children are both involved closely in:

- The development of an attractive playground environment
- Effective supervision by all staff
- The development of playground games
- Involving older children with younger children

9. Promotion of this policy

It is essential that all governors, staff, parents and children are aware of this policy.

- **Governors** All governors will receive a copy of this policy.

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- Staff New staff should be made aware of the policy as part of their Induction process. The policy and procedures will be discussed with staff and revised as necessary on a bi- annual basis.
- Parents This policy will also be available on the School Website.
- Children This will be part of the school's PSHE curriculum, as well as through school assemblies.

1.1.3 **Monitoring and Evaluation**

The Headteacher and Deputy Headteacher monitor the Policy on an ongoing basis.

Evaluation takes place through:

- Regular discussions with children
- Regular discussion with staff