



# **BANTOCK PRIMARY SCHOOL**

## **Anti-Bullying Policy**

Headteacher	H Sarai
Chair of Governors	N Round
Approved Date	11.6.15 /14.6.18 /23.6.21

### **School Ethos**

At Bantock Primary we believe that **all** children have an equal opportunity to participate in a broad and balanced curriculum according to their needs, abilities and interests. We aim to remove all barriers to achievement and make every child **SHINE**.

## **SUCCEED**

We provide a balanced curriculum so that children develop skills which will lead them to achieve their full potential

## **HAPPY**

We are a school where individual children are valued and their achievements celebrated

## **INSPIRE**

We aim to provide a culture where any form of bullying is NOT tolerated

## **NURTURE**

We provide a safe environment for the children and support children in learning to keep themselves safe

## **EDUCATE**

We aim to help our children become responsible, caring and respectful members of the community where they understand and respect the beliefs and feelings of others

This policy has been written with references to the following legislation & publications:

- The Education and Inspections Act 2006, 2011
- Independent School Standard Regulations 2010
- The Equality Act 2010
- The Children Act 1989
- *Preventing and tackling bullying - Advice for head teachers, staff and governing bodies* (Department for Education, October 2014)
- Bantock Primary School Rights Respecting Behaviour Policy

### **What is bullying?**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular

groups, for example on grounds of age, disability, race, religion, gender, sexual orientation, social class or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and the school will have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

This policy promotes the understanding that bullying is usually caused by discontentment/unhappiness in the aggressor.

Bullying can take many forms, but the main types are:

1. **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
2. **Physical:** pushing, kicking, hitting, punching or any use of violence
3. **Racist:** racial taunts, graffiti, gestures
4. **Sexual:** unwanted physical contact or sexually abusive comments
5. **Homophobic:** because of, or focussing on the issues of sexuality
6. **Verbal:** name-calling, sarcasm, spreading rumours, teasing
7. **Cyber\*:** all areas of the internet, such as email, social media, internet chat rooms, mobile threats by text messaging and calls. Misuse of associated technology, i.e. camera and video facilities

\*The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

The reasons we will challenge bullying behaviour in our school are:

1. The safety and happiness of all pupils
2. To ensure educational achievement
3. To promote the right model for helpful and positive behaviour

### School Aims

1. For all adults working in school to be vigilant and responsive to bullying behaviour
2. To investigate any incident of apparent bullying
3. To ensure a consistent school response to any bullying incidents that do occur
4. For pupils and parents to feel that we take action against bullying through practising zero tolerance
5. To have no incidents of bullying
6. For there to be a willingness of all pupils to report incidents of bullying in order to develop a culture where a bully is not tolerated

### Prevention

Bantock Primary will constantly strive to create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. We aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and build an anti-bullying ethos by:

1. Raising awareness about bullying behaviour as part of the work on relationships that each class does as part of the Personal Development and Relationships curriculum every year.
2. Teaching pupils how to challenge bullying behaviour
3. Using weekly assemblies, PSHE lessons and external agencies, (e.g. Police & NSPCC) to develop in all pupils a sense of discipline and an acceptance of responsibility for their own actions.

## **Intervention**

Any pupils who do bully will be dealt with using the school's behaviour policy. Measures taken will be applied fairly, consistently and reasonably and will take into account any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It will also be important to consider the motives behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case, the child engaging in bullying may need support themselves.

The school employs Base 25 counsellors who work with identified children, in collaboration with the Deputy Headteacher.

## **Roles & Responsibilities of the Governing Body**

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Ensure the school carries out both the letter and the spirit of the legislation and statutory duties, and observes national and local guidance
- Provide leadership to ensure the development, implementation and regular review of the anti-bullying policy
- Ensure that policy and good practice is reflected in the school's anti-bullying practice.
- Ensure the policy includes references to age, disability, ethnicity, gender, religion, sexual orientation, class, poverty and any other local issues appropriate to the school context
- Ensure that the school makes use of monitoring data and understands its implications for the development of policies, procedures and practice
- Provide leadership to ensure a consistent response to all incidents of bullying and harassment
- Record, investigate and respond to any complaints from parents/carers or the wider community related to the school's response to bullying.

## **Roles & Responsibilities of the Head Teacher & Senior Staff**

- Build and maintain a school ethos which is welcoming, supportive and inclusive of all pupils, parents/carers and staff
- Act as appropriate role models for all managers, staff, parents and pupils
- Promote the wellbeing and ensure the safeguarding of all pupils in the school
- Provide support for the governors through the development and implementation of an effective anti-bullying policy
- Ensure the voice of pupils, staff, parents and carers is heard and communicated to governors
- Through consultation with all stakeholders, develop, implement and review anti-bullying policy and measures which promote good behaviour, respect for others, and self-discipline amongst pupils
- Ensure the effective communication of the policy to all pupils, staff and stakeholders
- Take action to prevent all forms of bullying
- Ensure that the school's anti-bullying policy and related practice is complied with consistently and effectively
- Make sure that effective recording and monitoring procedures for incidents of bullying are developed, operated and maintained
- Ensure all staff regularly receive appropriate training to enable them to recognise and prevent all forms of bullying and ensure they are clear about their roles and responsibilities in preventing and responding to bullying
- Use partnerships and multi-agency approaches to prevent, and/or respond to, bullying which happens off-site
- Provide structures and systems that respond effectively to pupils' views and ensure that all staff, pupils and other stakeholders are supported to participate in the review of behaviour and anti-bullying policies.
- Ensure evidence of the impact of the anti-bullying policy and practice is reflected in the HT Report.

## **Roles & Responsibilities of all Adults in School**

- Contribute to building and maintaining a school ethos which is welcoming, supportive and inclusive of all pupils and staff

- Promote the wellbeing and ensure the safeguarding of all pupils in school
- Behave with respect and fairness to all pupils
- Ensure that all pupils know how to express worries and anxieties about bullying
- Observe and implement the school's anti-bullying, behaviour and equality policies, including the keeping of relevant records of incidents
- Develop and support curriculum opportunities to promote equalities and address bullying
- Provide a consistent response to incidents of bullying and hurtful behaviour, whatever its nature or motivation
- Provide support to both the targets and perpetrators of bullying
- Take part in relevant professional development and maintain awareness about their role and responsibilities in preventing and responding to bullying and promoting equalities
- Model positive attitudes and relationships
- Raise issues with line managers / phase leaders which could contribute to policy review and development

### **Responsibilities of Pupils**

- Report any incidents of bullying to a member of staff, whether directed at themselves or at somebody else.
- Take responsibility for personal behaviour and actions and treat one another with respect and kindness
- With the help of staff and parents/carers, create a positive working atmosphere within school where bullying is regarded as unacceptable, difference is celebrated and discrimination is actively challenged

### **Responsibilities of Parents**

- Demonstrate a positive support for the school's anti-bullying and behaviour policies
- Model appropriate behaviour at all times within the school grounds
- Report to the school any concerns regarding pupils involved in bullying
- Support work undertaken by the school to promote equalities, celebrate difference and challenge discrimination

### **Reporting Bullying**

Bullying may be reported by a child, a carer, member of staff or a parent. In some cases a child may admit to a member of staff that they have bullied another child. All reported incidents of bullying must be investigated and taken seriously by staff members

The Head teacher or a member of the leadership team will take time to discuss the issues with the victim of bullying and suggest strategies on how best to deal with the situation. Strategies to support a victim of bullying will be put in place by staff. These may include support at lunchtime or the opportunity to talk regularly to a member of staff. Parents will be informed.

Staff will take time to discuss the issues with the bully and if appropriate carry out relevant sanctions (See Behaviour policy). It will be made clear to all the children that bullying will not be tolerated. If the incident is not too serious a problem solving approach may help. Each child must be given an opportunity to talk and the discussion should remain focussed on finding a solution to the problem and stopping the bullying reoccurring; where possible the pupils will be reconciled. The Head teacher, the leadership team and other appropriate members of staff will monitor the situation closely afterwards. Time will be spent talking to the child or children who have done the bullying, explaining to them why their action was wrong, what their responsibilities are to each other and how they should make the right choices in the future. When appropriate we will invite the children's parents to school to discuss the situation.

The school will try hard to support the offender through mentoring and by setting up home school link systems, working with parental support. In extreme situations The Deputy Headteacher or Head Teacher may contact external services, for example the Inclusion Support Service or Educational Psychologist. In some cases exclusion may be considered, either fixed term, or permanent.

### **Recording Bullying Incidents**

All possible incidents of bullying are taken seriously at Bantock. If after investigation, it is decided that the incident is a bullying incident, the person investigating will complete a “Behaviour Incident Report Log” (see Behaviour Policy). This will record the type of bullying, who was involved and the actions taken. All incidents of bullying are monitored by the Deputy Headteacher.

Governors will receive regular updates from the Head Teacher through the Head Teacher’s Report to governors once a term. The Chair of Governors will be informed of any serious incidents of bullying.

### **Supporting Adults**

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable. Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
- Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools’ behaviour and discipline policy.
- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school’s official complaints procedures.
- If online, requesting that content be removed.
- Instigating disciplinary, civil or legal action as appropriate or required.

Specific guidance is available for leaders regarding dealing with complaints made on social networking sites: [www.kelsi.org.uk/child-protection-and-safeguarding/esafety](http://www.kelsi.org.uk/child-protection-and-safeguarding/esafety)

### **Further Sources of Information**

DfE Behaviour and Discipline in Schools Guidance

Supporting children and young people who are bullied: advice for schools

The Anti-Bullying Alliance (ABA)

Kidscape

The Diana Award

The BIG Award

Restorative Justice Council

### **Useful links and supporting organisations**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)
- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

The Restorative Justice Council: [www.restorativejustice.org.uk/restorative-practiceschools](http://www.restorativejustice.org.uk/restorative-practiceschools)

### Cyber-bullying

- Childnet: [www.childnet.com](http://www.childnet.com)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- The UK Council for Child Internet Safety (UKCCIS) [www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis](http://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis)
- DfE ‘Cyberbullying: advice for headteachers and school staff’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)
- DfE ‘Advice for parents and carers on cyberbullying’: [www.gov.uk/government/publications/preventing-and-tackling-bullying](http://www.gov.uk/government/publications/preventing-and-tackling-bullying)

### LGBT

- Barnardo’s LGBT Hub: [www.barnardos.org.uk/what\\_we\\_do/our\\_work/lgbtq.htm](http://www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm)
- Metro Charity: [www.metrocentreonline.org](http://www.metrocentreonline.org)
- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Proud Trust: [www.theproudtrust.org](http://www.theproudtrust.org)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: [www.cafamily.org.uk/media/750755/cyberbullying\\_and\\_send\\_-\\_module\\_final.pdf](http://www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf) 11  
[Theeducationpeople.org](http://Theeducationpeople.org)
- DfE: SEND code of practice: [www.gov.uk/government/publications/send-code-ofpractice-0-to-25](http://www.gov.uk/government/publications/send-code-ofpractice-0-to-25)

### Race, religion and nationality

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Tell Mama: [www.tellmamauk.org](http://www.tellmamauk.org)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

### Sexual harassment and sexual bullying

- Ending Violence Against Women and Girls (EVAW) [www.endviolenceagainstwomen.org.uk](http://www.endviolenceagainstwomen.org.uk)
  - A Guide for Schools: [www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf](http://www.endviolenceagainstwomen.org.uk/data/files/resources/71/EVAWCoalition-Schools-Guide.pdf)
- Disrespect No Body: [www.gov.uk/government/publications/disrespect-nobodycampaign-posters](http://www.gov.uk/government/publications/disrespect-nobodycampaign-posters)
- Anti-bullying Alliance: Preventing and responding to Sexual Bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-genderrelated/preventing-and-responding-sexual)
- Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: [www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related](http://www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-gender-related)

### Monitoring and Review

The anti-bullying policy is the governors’ responsibility and they review its effectiveness annually.

They do this by examining the school's bullying incident file where incidents are recorded and by discussion with the Head Teacher. Governors analyse information for patterns of pupils, places or groups. They look out in particular for racist bullying or bullying directed at children with disabilities or special educational needs. The information reviewed by governors does not include children's names. This policy is monitored on a day to day basis by the Head Teacher who reports to governors each term.

The school's anti-bullying policy is available on the school website and on request from the school office.