

BRADWAY PRIMARY SCHOOL

Anti Bullying Policy

(P.S. 01_17)



Aims

- To ensure a safe environment for all students at Bradway
- To emphasise the fundamental importance of establishing and maintaining a positive, caring ethos within the school
- Further aims are to establish an atmosphere where bullying is regarded as unacceptable, to raise general awareness so that the whole school community can play its part in recognising bullying / peer abuse and to take action when it occurs by preventing or responding appropriately to it.

Objectives

- To ensure that all pupils, parents, teaching and non-teaching staff and governors can recognise what bullying is, know what the school policy is on bullying and what to do if it occurs
- To conduct staff and governor training to maintain the high profile of the anti-bullying policy and to introduce new initiatives
- To build understanding and discussion of anti-bullying and related topics into the PSHEE programme
- To confirm frequently to all pupils that they will always be supported if bullying is reported.
- To ensure that whenever someone knows that bullying is happening, someone is told about it or something is done
- To work with other professional agencies when necessary to keep children safe as described in the Children Act 1989, the SEN and Disability Act 2001, the government green paper "Every Child Matters" 2003 (outcome 2), the Children Act 2004, The Education and Inspections Act 2006, The Equality Act 2010, Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014, The Prevent Duty June 2015, Working Together to Safeguard Children 2015 and Keeping Children Safe in Education 2016.

Definition

There are many definitions of bullying but in its document *Preventing and Tackling Bullying: Advice for School Leaders, Staff and Governing Bodies 2014* the Department For Education suggests that:

‘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 a series of text messages or the internet), and is often motivated by prejudices against particular groups, for example on grounds of race, religion, gender, sexual orientation, 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 schools have to make their own judgements about each specific case’.

Bullying can be described as being a series of deliberate acts done to cause distress solely in order to give a feeling of power, status or other gratification to the bully.

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

- 1. Physical (e.g. hitting, kicking, theft.)**
- 2. Verbal (e.g. name calling and racist remarks.)**
- 3. Indirect (e.g. spreading rumours, cyber-bullying)**

At Bradway School, staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people.

Incidents of bullying are monitored by the school with termly reports to Governors and to the Local Education Authority.

Strategies for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim. This will require patience and understanding. Remember – Listen, believe, act

- Identify the bully/bullies. Obtain witnesses if possible. Advise the Headteacher
- Discussions with the bully. Confront them with the details and ask them to tell the truth about the situation/incident. Make it clear that bullying is not acceptable at Bradway School for any pupil at any time.
- If they own up then follow the procedure outlined below and in the Positive Behaviour Policy.
- If they do not own up, investigate further. If it is clear that they are lying, continue with the procedure. Children usually own up if presented with all the facts
- Separate discussions with parents of bully and victim
- Sanctions for the bully may include detentions, withdrawal from favoured activities, loss of playtimes, exclusion from school during lunchtimes, exclusion from school, depending on the perceived severity of the incident(s)
- Continue monitoring the situation by observing at playtimes/lunchtimes and having discussions with victim to ensure no repetition
- As the behaviour of the bully improves, then favoured activities etc can be reinstated, and the child should be praised for good behaviour. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying

In order to identify incidents of bullying and the identities of bullies, at Bradway School we have agreed to carry out the following strategies:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act.
- Worry boxes in every class in school where children can put written notes if they feel they cannot speak about their problem. These should be checked weekly.
- Posters in school advertising these measures and dissuading children from bullying
- Assemblies, Philosophy sessions, Learning for Life sessions, Circle Time.
- The Childline telephone number to be displayed clearly in school

- Visiting organisations including the NSPCC to lead on assemblies and workshops on a two year cycle.
- Completion of the ECM (Every Child Matters) survey annually creates bespoke data for our school which helps us to identify priorities and areas which we may need to develop.
- Participation in the annual anti-bullying week
- Participation in Internet Safety Day
- A robust e-safety curriculum which tackles appropriate on-line behaviours and cyber-bullying
- Staff complete and update ECM folders as and when necessary and these are past up each year during the transition process to the next class to ensure information is past on.

Governor Monitoring

In order to monitor incidents of bullying a report will be made to Governors each term as part of the Headteacher's report to Governors. Governors also monitor behaviour and safety on a regular basis when visiting classrooms and the playground.

Approved by Governors

To be reviewed: January 2018

Glossary

Learning For Life sessions:

These are sessions which are aimed at supporting children with their social and emotional development as well as encouraging questioning about the world around them. These sessions can be based on **Philosophy for Children (P4C)** methodology or Circle Time and usually involve many opportunities for speaking and listening about their views and opinions.

Documents used in the formulation of this policy:

Working Together to Safeguard Children March 2015