



Anti-Bullying Policy

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BARLEY LANE PRIMARY SCHOOL

Anti-Bullying Policy

This policy is based on DfE guidance “*Preventing and Tackling Bullying. Advice for Headteachers, staff and governing bodies*”, July 2017 and it is recommended that schools read this guidance that can be found at:

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Objectives of this Policy

This policy outlines what Barley Lane Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Our School Community

- ❖ Discusses, monitors and reviews our anti-bullying policy on a regular basis
- ❖ Supports all staff to promote positive relationships and identify and tackle bullying appropriately
- ❖ Ensures that students are aware that all bullying concerns will be dealt with sensitively and effectively; that students feel safe to learn; and that students abide by the anti-bullying policy
- ❖ Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- ❖ Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Definition of Bullying

Bullying is “**Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally**”. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages by phone, text, Instant Messenger, through web-sites, social networking and gaming sites, and sending offensive or degrading images by phone or via the internet. It may be motivated by a variety of reasons including prejudice, differences or perceived differences between pupils, jealousy, power or dominance over another pupil, taking a pupil’s property or destroying it, a desire to be popular or to destroy another pupil’s reputation.

Forms of Bullying Covered by this Policy

Bullying can happen to anyone. This policy covers all types of bullying including:

- ❖ Bullying related to race, religion or culture
- ❖ Bullying related to SEND (Special Educational Needs or disability)

- ❖ Bullying related to appearance or physical/mental health conditions
- ❖ Bullying related to sexual orientation (homophobic bullying)
- ❖ Bullying of young carers or looked after children or otherwise related to home circumstances
- ❖ Sexist, sexual and transphobic bullying
- ❖ Bullying via technology – “cyberbullying”
- ❖ Verbal bullying
- ❖ Physical assault

Preventing, Identifying and Responding to Bullying

The school community will:

- ❖ Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all
- ❖ Work with staff and outside agencies to identify all forms of prejudice-driven bullying
- ❖ Actively provide systematic opportunities to develop students’ social and emotional skills, including their resilience
- ❖ Provide a range of approaches for pupils, staff and parent/carers to access support and report towards others
- ❖ Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, through peer support and through the School Council
- ❖ Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour
- ❖ Train all staff including teaching staff, support staff (including administration staff, lunchtime support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents)
- ❖ Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring
- ❖ Actively create “safe spaces” for vulnerable children and young people
- ❖ Use a variety of techniques to resolve the issues between those who bully and those who have been bullied
- ❖ Work with other agencies and the wider school community to prevent and tackle concerns
- ❖ Celebrate success and achievements to promote and build a positive school ethos
- ❖ Signs and symptoms of bullying might include a child who:
 - Is frightened of walking to or from school
 - Begs to be driven to school
 - Changes their usual routine
 - Is unwilling to go to school (school phobic)
 - Begins to truant
 - Becomes withdrawn anxious, or lacking in confidence
 - Starts stammering
 - Attempts or threatens suicide or runs away
 - Cries themselves to sleep at night or has nightmares
 - Feels ill in the morning
 - Begins to do poorly in school work
 - Comes home with clothes torn or books damaged
 - Has possessions which are damaged or ‘go missing’
 - Asks for money or starts stealing money (to pay bully)

- Has dinner or other monies continually 'lost'
- Has unexplained cuts or bruises
- Comes home starving (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

Bullies are often in positions of power or authority over their victims. Bullying may occur between professional teaching staff, support staff and voluntary workers. Some indication of bullying in adults may be observed by:

- General low morale
- Increased level of staff turnover
- High rates of absenteeism
- Frequent dispute, complaints and grievances
- Isolated members of staff
- Inefficient team working

Involvement of Pupils

We will:

- ❖ Regularly canvas children and young people's views on the extent and nature of bullying
- ❖ Ensure that all pupils know how to express worries and anxieties about bullying
- ❖ Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying
- ❖ Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum
- ❖ Publicise the details of help-lines and websites
- ❖ Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaison with Parents and Carers

We will:

- ❖ Make sure that key information (including policies and named points of contact) about bullying is available to parent/carers in a variety of formats
- ❖ Ensure that all parent/carers know who to contact if they are worried about bullying
- ❖ Ensure all parent/carers know about our complaints procedure and how to use it effectively
- ❖ Ensure all parent/carers know where to access independent advice about bullying
- ❖ Work with all parent/carers and the local community to address issues beyond the school gates that give rise to bullying
- ❖ Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline

Links with other School Policies and Practices

This Policy links with a number of other school policies, practices and action plans including:

- ❖ Positive Behaviour Policy
- ❖ Complaints Policy
- ❖ Child Protection and Safeguarding Policy
- ❖ Online Safety Policy and Acceptable Use Policies
- ❖ Curriculum Policies such as PSHE
- ❖ Mobile Phone Policy

Links to Legislation

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying as well as criminal law. These may include:

- ❖ The Education and Inspection Act 2006, 2011
- ❖ The Equality Act 2010, updated 2015, 2018
- ❖ The Children's Act 1989, 2004
- ❖ Protection from Harassment Act 1997
- ❖ The Malicious Communications Act 1988
- ❖ Public Order Act 1986
- ❖ The Computer Misuse Act 1990.

Responsibilities

It is the responsibility of:

- ❖ School Governors to take a lead role in monitoring and reviewing this policy
- ❖ Governors, the Headteacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly
- ❖ The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably
- ❖ Staff to support and uphold the policy
- ❖ Parent/carers to support their children and work in partnership with the school
- ❖ Pupils to abide by the policy

The named Governor with lead responsibility for this policy is: Ms R. Garland
(Safeguarding Link Governor)

The named member of staff with lead responsibility for this policy is: Mrs V Ballantyne.

Monitoring and Review, Policy into Practice

This policy will be reviewed annually and will be presented to the full Governing Body.

The named Governor for bullying will report on a regular basis to the Governing Body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

Supporting Organisations and Guidance

General Organisations to Help with Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrtc.org/educational

Additional Content

Dealing with Incidents

The following steps may be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear and precise account of the incident will be recorded on ScholarPack and the Headteacher and/or designated lead need to be informed
- The Headteacher/designated lead will interview all concerned and will record the incident
- Teachers will be kept informed
- When responding to cyberbullying concerns the school will take all available steps to identify the bully, including looking at the school systems, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary. The police will need to be involved to enable the service provider to look into the data of another user
- Where the bullying takes place outside of the school site then the school will ensure that the concern is investigated and that appropriate action is taken in accordance with the schools behaviour and discipline policy
- Parent/carers will be kept informed
- Sanctions will be used as appropriate and in consultation with all parties concerned
- If necessary and appropriate, the police or other local services will be consulted
- Where appropriate, arrange for both pupils (the pupil being the bully and the victim) to talk to each other about the incidents in the presence of a teacher, so the pupil doing the bullying gets an insight into the impact of their behavior on the other child
- Pupils are encouraged to report any bullying that they witness, through the worry boxes or directly to a teacher

Methods of Prevention

- Circle time
- Circle of friends
- Class worry boxes
- Following class and school rules
- School Assemblies
- Playground rules
- Pupil strategies for developing self-esteem e.g. Playground friends
- PSHE
- Drama and theatre workshops
- Posters, displays and literature around the school
- Parental involvement
- Training for all staff
- Community involvement i.e. Assembly visitors, local police
- Involvement in School Council

Supporting Pupils

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice

- Reassuring the pupil and providing continuous support
- Restoring self-esteem and confidence
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Pupils who have bullied will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support
- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour policy. This may include official warnings, detentions, removal or privileges, fixed-term and permanent exclusions.
- Speaking with police or local services