

# BOURNE PRIMARY SCHOOL

## Anti-bullying Policy

### 1 Introduction

- 1.1 Bullying can take many forms, including:
- physical aggression, both actual and threatened
  - the use of put-down comments or insults e.g. with regard to another child's family, their race, their (perceived) sexuality, personal cleanliness, etc
  - name calling, including homophobia and racism
  - deliberately lying about what other people have done
  - damage to or appropriation of a person's property
  - deliberate exclusion from activities and friendship groups
  - the setting up of humiliating experiences
  - intimidation and threatening behaviour, including blackmail
  - more subtle forms can include nasty looks and pointedly laughing/giggling at or whispering about someone
  - finding a weakness and exploiting it
- 1.2 Online Bullying is equally serious, and can take the form of emails, texts, online video and audio clips, anonymous phone calls, direct messages, posts on social media, and comments in 'virtual' groups
- 1.3 The Bourne School Council agreed that whatever its form, bullying consists of the following factors:
- it is ongoing and frequently repetitive, and takes place over a period of time
  - it is deliberate
  - it is based on a difference in power (age, strength, confidence, number of friends, etc)
  - it has a serious effect on the target, including feeling ashamed, feeling like they don't want to be at school, or feeling that they wish they could disappear completely
- 1.4 Bullying can happen to adults as well as to children.
- 1.5 Bullying is more than the falling out between friends or peers. Arguments, differences of opinion or disagreements that arise from time to time are not bullying. They are an aspect of life which, however unfortunate, occasionally happen and are part of the growing up process. We still support pupils who experience this.
- 1.6 Pupils' understanding of the word 'bullying' varies with age. KS1 and Foundation Stage children may confuse bullying with fighting and nasty experiences generally – making it difficult to identify actual bullying. KS2 children develop a more mature understanding of the difference between bullying and general falling out.
- 1.7 Bourne School defines bullying as 'a persistent and intentional act that causes distress to another child'.

### 2 Aims and objectives

- 2.1 Bullying is wrong and damages individuals. We therefore do all we can to prevent it, by developing a school ethos in which bullying behaviour is regarded as unacceptable, and by tackling it consistently, fairly and effectively when it does.

- 2.2 The school also regards the acceptance of bullying as being similarly serious. Those who stand by and let bullying happen are accomplices to the act, and may therefore be regarded as bullies in their own right.
- 2.3 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- 2.4 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.5 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.

### **3 The role of children**

- 3.1 Where children are the targets of bullying behaviour, they have several options:
- to tell a trustworthy friend
  - to tell a trusted adult, such as a member of staff or a parent
  - to tell a House Captain or School Council representative
  - to stand up to the person who is using bullying behaviour and tell them to stop (using the 'High 5' strategies)
- 3.2 When children witness or are aware that bullying behaviour is happening, it is their duty to do something about it. Although this situation can be hard, they must always do the right thing, which would mean supporting the child who is being upset or intimidated. This will mean they have to:
- tell their teacher
  - tell another member of staff
  - tell their parents or another trusted adult
- 3.3 A child who deliberately lets bullying continue, for whatever reason, and who does not seek help with the situation, is likely to be considered a bully in their own right, and will be dealt with accordingly.
- 3.4 Children who use bullying behaviour may often need additional support themselves, as it is often a sign of unhappiness, insecurity or loneliness. This does not, however, justify the use of such damaging behaviour against others, and the child will be dealt with according to the school's Behaviour Policy. If a child is identified as a bully, then it is highly likely that their parents will be invited in to help provide support, and to be told of their child's behaviour.

### **4 The role of teachers and other staff**

- 4.1 All claims of bullying should be taken seriously and investigated promptly.
- 4.2 If a suspected incident of bullying is reported to a member of staff, other than the class teacher, the class teacher should be informed.
- 4.3 A member of staff should speak to the child/children involved. This may be on an individual or group basis, depending on the member of staff's interpretation of the incident.

- 4.4 The member of staff should try to ascertain the true details by:
- Taking the incident seriously
  - Keeping calm, acting with fairness
  - Listening to both/all sides of the reported incident
  - Reassuring the victim
  - Ensuring that all parties involved understand what behaviour/action is being and caused disapproval.
- 4.5 All suspected incidents of bullying should be reported to a member of the SMT/ Head teacher. The member of staff involved and SMT/Head teacher will inform the parents involved if proven.
- 4.6 If a reported incident is judged to be bullying then a copy of key details relating to the victim[s] and bully[ies] must go in the pupil's personal file. This report should include:
- Who was involved.
  - Where and when the event[s] occurred.
  - What happened.
  - What action was taken.
  - How action was followed up.
- 4.7 When incidents have been identified as bullying, and a report has been made, parents of both parties should be informed and involved in the agreed course of action.
- 4.8 Sanctions should be used as appropriate and in consultation with all parties concerned. This is in accordance with the school's Behaviour, Inclusion and Equalities policies.
- 4.9 It must be remembered that both the bully[ies] and the victim[s] may need help to prevent the actions re-occurring. In response to most incidents this will be provided by the school and home. However, on rare occasions, outside agencies like The East Sussex Anti-bullying Team may become involved.

## **5 The role of the Headteacher**

- 5.1 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 deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2 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 assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.
- 5.3 The Headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

- 5.4 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.

## **6 The role of the Governors**

- 6.1 The governing body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- 6.2 The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school 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.
- 6.3 The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him to conduct an investigation into the case and to report back to a representative of the governing body.

## **7 The role of parents**

- 7.1 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. This meeting will be recorded on a 'Record of an Allegation of Bullying' form.
- 7.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. This is achieved by the school actively seeking to work with parents alongside the child.
- 7.3 Parents are on no account to approach another child or parent without first involving the Headteacher or other Senior Staff member. Experience has shown that when the school is involved, issues and concerns are likely to be resolved with acceptable outcomes.

## **8 Strategies in school to prevent bullying behaviour**

- 8.1 The school uses a five-step approach (The 'High 5') to support children dealing with bullying:
1. Ignore it (don't give the behaviour any attention as this may provoke further incidents)
  2. Talk politely (Keep calm and use good manners to treat the other person as you would like them to treat you)
  3. Walk away (Take yourself out of the situation)
  4. Talk firmly (State very clearly that you do not like being spoken to like this, it is not acceptable. Do not swear or threaten)
  5. Report it (find a member of staff and tell them exactly what was said and by whom).
- 8.2 Staff are aware that even the youngest child can understand the consequences of their own actions.

- 8.3 We expect staff to listen to pupils by providing opportunities for them to express their views and opinions ie circle time.
- 8.4 Teachers should make use of cross-curricular activities, SEAL material in PSHEe, assembly themes and RE
- 8.5 The staff team supports groups/ individual children with their social and emotional development:
- Language social groups and nurture groups
  - Anger management Support
  - Mentoring for individual children ('Key Workers')
  - Sand tray play and floor play groups
  - TA/Blue room available at KS2 playtime
  - Lunchtime nurture club ('Stepping Stones') for those children who experience difficulties at that time
- 8.6 Learning Mentors and INAs support children at playtime and lunch time
- 8.7 Learning Mentors and other key staff 'Meet and Greet' children with social and emotional difficulties every morning
- 8.8 When a concern about bullying is reported, the classteacher will meet with the person raising the concern, and the following protocol will be followed:
- 8.8.1 A record of an allegation of bullying form is filled out and an investigation is launched
- 8.8.2 A second meeting with the classteacher, the person raising the concern and other staff involved in any investigation is called no more than two weeks after the initial meeting. A review of bullying form will be completed at this meeting.
- 8.9 Parents are informed of incidents where appropriate.
- 8.10 Records are kept by the Assistant Head for Inclusion in the behaviour tracking files.
- 8.11 Use is made of structured, constructive activities and equipment on the playground. Mid-day supervisors are deployed effectively.
- 8.12 The school will, where appropriate, seek support from Fegens, ESBAS East Sussex Anti-bullying Team and Children's Services
- 8.13 Multi-agency work with Parent Support Advisor, Involving parents and the wider community
- 8.14 Maintain a consistent approach to unacceptable behaviour by all members of staff
- 8.15 Positive behaviour is praised and acknowledged through school's reward system
- 8.16 Sanctions as outlined in the school's Behaviour/Discipline Policy include:

- Missing breaks and lunchtime
- Behaviour charts
- Behaviour reports and contracts
- Mentoring
- Isolation
- Part time timetables
- Time out
- Time out in SMT office
- Internal exclusions
- Being excluded from school

- 8.17 Incidents of bullying may be reported by:
- A parent/carer of a child who is being bullied
  - The child who is being targeted
  - Those who have been involved in targeting the child
  - Other children not directly involved in the bullying
  - Members of staff

## **9 Monitoring and review**

- 9.1 This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. It is reviewed every two years.
- 9.2 This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying records, and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.



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## REVIEW OF AN ALLEGATION OF BULLYING

NAME OF THE TARGETED CHILD:	CLASS:
NAME(S) OF THE ALLEGED PERPETRATORS:	CLASS:
DATE OF ALLEGATION:	DATE OF REVIEW:

### REVIEW OF THE CURRENT SITUATION:

IEWS OF THE TARGETED CHILD:

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IEWS OF THE ALLEGED PERPETRATORS:

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RECOMMENDED ACTIONS:

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SIGNED:

	PARENT / CARER
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	CLASSTEACHER
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	HEADTEACHER
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**BOURNE PRIMARY SCHOOL**

*Saying "No!"  
to Bullying*

