



New Brancepeth Primary School

Anti-Bullying Policy

Updated September 2017

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

As a school, we aim to fully embed antibullying procedures into all areas of school life and the curriculum as such this policy needs to be read and considered in conjunction with policies for:

- Equality and Diversity
- Behaviour
- PHSE
- SRE
- E-Safety
- SEN
- Child Protection

This policy supports the work the school carries out in relation to the Equality Act 2010. At New Brancepeth Primary School we treat everyone equally and fairly regardless of:

- Age
- Disability
- Gender
- Gender identity
- Marriage
- Pregnancy
- Race and nationality
- Religion or belief
- Sexual orientation

Rationale

Bullying is unacceptable behaviour. It can happen in all schools and many normal young people are involved at some time, in either: using bullying behaviours, being bullied by others or witnessing bullying. We believe that bullying is often a group phenomenon but can also be 1:1. It takes place with the silent consent of others.

What Is Bullying?

- Bullying is being intentionally harmful towards another person(s).
- It is usually repeated over a period of time, but can be one off (e.g. racism).
- Bullying often result in pain and distress to the victim.
- Is one sided

Bullying can be:

- **Emotional** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** pushing, kicking, hitting, punching or any use of violence
- **Racist** racial taunts, graffiti, gestures
- **Sexual** unwanted physical contact or sexually abusive comments
- **Homophobic** because of, or focusing on the issue of sexuality
- **Verbal** name-calling, sarcasm, spreading rumours, teasing
- **Cyber** All areas of internet, such as email, internet chat room, instant messaging misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. apps, camera, video facilities

As it is important to know what bullying is it is just as important that we know what it is not in order to develop resilience and tolerance amongst children.

Bullying is not

- **Not Liking Someone** – It is very natural that people do not like everyone around them as unpleasant as this is verbal and non-verbal messages of ‘I don’t like you’ are not bullying.
- **Accidentally bumping into someone** – when children are playing games and running around it is inevitable accidents will happen and they will bump into each other.
- **A single act of telling a joke about someone** – all children experiment with humour and although making fun of other people is not nice for them unless it happens again and again to deliberately hurt someone it is not bullying.
- **Arguments** – Arguments are heated discussions between two or more people it is normal that we have differences of opinion. Becoming an articulate and well rounded individual means we need to express these differences of opinion.
- **Expression of unpleasant thoughts and feelings in relation to others** – all children make unpleasant remarks from time to time. These are one of acts of unkindness no matter how hurtful, they are not bullying, merely children learning to express themselves. They do need to be told this is wrong and apologise but unless they occur repeatedly they are not bullying.

SEN/Disability

“Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers” (National Autistic Society 2006; Mencap 2007). As a school, we are committed to providing equal opportunities and access for all. We have a clear whole school, approach ensuring there are clear procedures to deal with bullying and harassment relating to SEN and disability as outlined in our equality and diversity schemes.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying.

- Everybody has the right to be treated with respect.
- Pupils who are bullying need to learn different ways of behaving.
- Schools have a responsibility to respond promptly and effectively to issues of bullying.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises. Parents’ attention will be drawn to the policy at induction evenings and the policy will also be made available on the website.
- As a school, we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

Procedures - Children

1. Report bullying incidents to staff
2. In the event of cyber-bullying, refer to the children’s advice for extra information and guidance.

Procedures - Staff

1. In cases of serious bullying, the incidents will be recorded by staff
2. In serious cases, parents should be informed and will be asked to come in to a meeting to discuss the problem
3. If necessary and appropriate, police will be consulted
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the bully (bullies) change their behaviour
6. Ensure that parents have as much information as possible relating to e-safety so that they can take necessary precautions to protect their children.

Implementation

We aim to reduce the chances of bullying through:

- Finding out, as far as we are able, the extent of bullying in the school, and evaluating the effectiveness of the measures we take to combat it;
- A planned programme of education about bullying to all pupils, i.e. through circle time, PHSE and citizenship; a structured curriculum; through cross-curricular themed approaches and links with the anti-bullying service.
- Developing pupils' self-esteem, empathy and a sense of responsibility for self and others;
- Developing an ethos in which everybody understands the unacceptability of colluding with bullying when it is observed;
- Ensuring positive adult role models;
- Ensuring that all staff have training and support in putting the policy into practice and the confidence to challenge bullying whenever they come across it.

We also aim to create an environment in which targeted children feel safe to tell when bullying does occur and confident that action will be taken by the school, through:

- The development of a structured, school-wide response plan known to all staff, pupils, parents and carers;
- Ensuring that adults will listen to pupils' concerns, take these seriously and offer appropriate help (referring on if necessary);
- Ensuring that all incidents and action taken are recorded in a standard log and that anyone reporting bullying will be updated on the action taken.

We aim to stop children using bullying behaviours through:

- A phased response programme, drawing on research on what works which aims to:
 - gain a personal commitment from all pupils involved to stop bullying behaviour
 - develop their understanding of the effects of bullying behaviour
 - support them in changing their behaviour positively
- A hierarchy of sanctions if bullying behaviour continues.

Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled.
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Monitoring and evaluation

Parents, carers, pupils, governors, as well as school staff, will be fundamentally involved in the implementation, monitoring and revision of the policy. This policy will be reviewed in May 2019 or in line with updates as appropriate if necessary.