

# Braybrook Primary School



## Anti-Bullying Policy

<b>Status</b>	Other
<b>GB Monitor</b>	Pupil Achievement
<b>Staff Lead</b>	Annette Goodyear
<b>Senior Lead</b>	Headteacher
<b>Version</b>	Ratified
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<b>Next Review</b>	11/20

**Key – Highlighted areas indicate changes made to this new version of the policy**

At Braybrook Primary School, we believe that bullying consists of doing anything intentionally hurtful to other children, either physically or emotionally.

- Our school will not tolerate bullying of any kind, whether physical, emotional or through the media of technology.
- Everyone connected with our school, in any capacity, will be tolerant of others, regardless of gender, age, size, race, religion, sexuality, interests, abilities or disabilities.
- Anyone witnessing bullying should inform a member of our staff or Senior Leadership Team at once.
- Everyone connected with our school will be vigilant and on the lookout for instances of bullying, involving children inside or outside the school.
- Children are encouraged to discuss their worries or concerns with members of staff and to seek help when it is needed.

***This policy will be reviewed regularly by the Governors, to ensure that our strategies are effectively monitored and implemented. The guidelines contained in this policy should be read in conjunction with the Positive Behaviour Policy, which contains a clear explanation of the action to be taken.***

At Braybrook Primary School, our anti-bullying policy is seen as an integral part of the positive behaviour policy. In this, clear sanctions are included for un-acceptable behaviour, including bullying. Strong sanctions such as exclusion will be considered in cases of severe and persistent bullying.

The Senior Leadership Team give a clear lead so that staff know what to do when a bullying incident is reported. This involves ensuring that the disciplinary processes set out in the positive behaviour policy are followed correctly. We recognise that all staff need to act consistently and carefully when handling incidents of alleged bullying; fully investigating incidents and maintaining an impartial stance irrespective of any past history of pupils involved.

At Braybrook Primary School, we recognise that there are **many** opportunities to promote the anti-bullying policy. These include:

- assemblies and collective worship.
- curriculum teaching and pertinent links in daily teaching.
- PSHE / Circle Time.
- role plays or stories which indicate what pupils can do to prevent bullying.
- alluding to current affairs issues, which might re-enforce the anti-bullying approach.
- the annual anti-bullying week, when specific information is shared with both parents and pupils, including the C.A.T strategy (CHECK / ASK / TELL).

At Braybrook Primary School, we recognise the importance of parental support and involvement, in addressing issues relating to bullying and in supporting us in creating a positive ethos and environment in which bullying is seen to be neither accepted nor tolerated.

All incidents of bullying should be reported to a member of the Senior Leadership Team, who will be able to clarify under what circumstances records should be used for monitoring, how long they will be kept and who should have access to them. Records of bullying incidents will be kept in a secure place in the administrative area of the school. Where incidents of bullying occur, accurate records of incidents and the school's response should be kept to help with proceedings and protect the school from legal action. Monitoring by the Headteacher identifies progress and enables follow-up, showing whether our policy is really effective.

Bullying should be discussed, when relevant, as part of the everyday curriculum, but teachers should also use the general strategies described below to address the problem. Whilst these strategies will be effective in most instances, we recognise that in the more serious and persistent cases stronger measures are needed.

Where all other strategies do not resolve the problem, the Headteacher may decide that permanent exclusion is justified **in the most serious and persistent cases**, particularly where violence is involved. The DfE updated guidance for local education authority exclusion appeal panels makes clear that pupils responsible for violence or threatened violence should not normally be re-instated.

### **Recognising Bullying:**

We recognise that all schools are likely to have some problem with bullying at one time or another and our school is no exception. The school's anti-bullying policy is essential in helping to reduce and prevent bullying.

Whilst there is no legal definition of bullying, **at Braybrook Primary School, we define bullying as actions which are:**

- ✓ repeated, often over a period of time.
- ✓ deliberately intended to hurt someone, either physically or emotionally.
- ✓ aimed at certain groups, for example because of race, religion, gender or sexual orientation.
- ✓ difficult for victims to defend themselves against.

### **We believe that bullying can take many forms, but recognise that the main types are:**

- **physical**                    hitting, kicking, taking belongings.
- **verbal**                        name calling, teasing, threats or insults, making offensive remarks.
- **indirect**                      spreading nasty stories or pictures about someone, exclusion from social groups, being made the subject of malicious rumours.
- **cyberbullying**                bullying via mobile phone or online (for example email, social networks and instant messenger.)

Name calling is the most common direct form of bullying. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour or perhaps due to some form of disability.

### **Dealing with incidents of bullying:**

The following five points are a summary of the action that is taken by staff in dealing with incidents of bullying.

- never ignore suspected bullying.
- don't make premature assumptions.
- listen carefully to **all** accounts - several pupils saying the same does not necessarily mean they are telling the truth.
- adopt a problem solving approach, which moves pupils on from justifying themselves.
- follow-up repeatedly, checking that bullying has not resumed.

However, some forms of bullying are illegal and should be reported to the police. These include:

- violence or assault
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes

### **Strategies for reducing bullying:**

In common with many schools, at Braybrook Primary School we have found that the best approach for tackling bullying is to use a combination of strategies, which can be drawn on and adapted to fit the circumstances of particular incidents. We recognise that a single strategy on its own is unlikely to provide a complete solution to the problem.

By ensuring that bullying issues are regularly brought to pupils' attention we can help to ensure that an anti-bullying culture develops throughout the school. As such, at Braybrook Primary School, bullying issues or incidents might be addressed or pre-empted through the following ways:

### **The Curriculum**

The curriculum can be used to:

- raise awareness about bullying and the anti-bullying policy.
- increase understanding for victims and help to build an anti-bullying ethos.
- teach pupils how to constructively manage their relationships with others.

### **Circle Time / PSHE**

Such activities and opportunities can be used to:

- create a safe time and space to explore issues of concern.
- explore relationships with adults and peers.
- enhance effective communication.
- recognise individuals' strengths and enhance self-esteem.

### **Circle of Friends**

The Circle of Friends is a strategy that can be used to build relationships around a vulnerable pupil. In our school, this strategy is only used after consultation with the FLOs, who will arrange for any necessary support for the child prior to commencement. The Circle of Friends is explained to the pupil and their parents, whose agreement and support are essential. Circles will be led by a fully trained and experienced FLO, in order to:

- improve the level of acceptance and inclusion of the pupil.
- help the pupil to make friends inside or outside the Circle.
- increase insight into the pupil's feelings and behaviours.

### **Playground Pals & Sports Leaders**

Playground Pals are used in both KS1 and KS2, where elected members of Yr 6 act as 'befrienders' to those children whom teachers have identified as needing support within social contexts. Sports Leaders initiate play, encourage involvement in games and take responsibility for playground equipment.

Playground Pals:

- need friendly personal qualities.
- give support with emotional and social problems (e.g. newness to school, difficulty making friends, upset at separation or loss or where children are identified as being bullied or socially excluded.)
- may share a common difficulty - for example bereavement

### **Mediation by adults**

This strategy is used throughout the school. The aim is to focus on pupils who have been bullying others regularly for some time, as well as those being bullied, and by establishing ground rules it will enable the pupils to co-exist at the school.

The aims of mediation is to:

- hold brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first get agreement with each that the bullied pupil is unhappy and that they will help improve the situation.
- chat supportively with the bullied pupil - helping them to understand how to change if thought to have 'provoked' the bullying.
- check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying.
- check whether the bullying starts again or targets another pupil. If bullying persists, combine the method with some other action targeted specifically at that child, such as parental involvement or as a last resort, a change of class.

### **Working with victims**

All staff should bear in mind that the behaviour of certain pupils can contribute to bullying, though this in no way justifies it. Some pupils find it hard to concentrate in class, are hyperactive, or behave in ways that may irritate others. They may get angry easily and fight back when attacked or even slightly provoked. They may also bully weaker pupils.

It is **essential** to follow-up after an incident to check that the bullying has not started again. (Whilst immediately after intervention we recognise that the bullying is likely to stop, research shows that bullying can be very persistent and may recur.) Therefore, if pupils expect a follow-up, we recognise that they are less likely to start bullying again.

### **Involving parents**

At Braybrook Primary School, we recognise that parental support is a key to the success or failure of anti-bullying initiatives. Though not always apparent, parental approval is important to children and young people of all ages. The majority of parents support anti-bullying measures and are keen to participate. As such, we recognise that parental consultation and involvement is important in helping to create an ethos in which positive behaviour is encouraged, and bullying of any kind is considered unacceptable.

### **Parents reporting bullying**

At Braybrook Primary School, it is important that all staff know the school policy on Anti-bullying and recognise when to refer parents to someone from the Senior Leadership Team.

Good practice includes:

- recognising that the parent may be angry and upset.
- keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs.
- remaining calm and understanding.
- making clear that the school does care and that something will be done.
- explaining the school policy, making sure that procedures are followed.

When a case is referred to them, senior leaders will:

- ask for details and record the information.
- alert ALL staff through the alert board, to ensure close and continuous monitoring.
- make a further appointment to explain actions and find out if it has stopped.
- follow up with staff to ensure that appropriate action has been taken and that the school policy has been implemented.

Whilst some claims of bullying may turn out to be false or exaggerated, regardless of the victim's previous history, all claims of bullying should be treated seriously and should not be dismissed without further enquiries being made.

### **In the playground**

As a 'Healthy School' we have taken many initiatives to improve children's time in the playground. Playground behaviour guidelines have been agreed and all staff have received training in behaviour management. There are clear guidelines for managing pupil behaviour during breaks and lunchtimes. These involve all staff, especially Midday Supervisors, as well as pupils. The Senior Midday Supervisor has regular meetings with the Headteacher.

All staff know that effective supervision involves moving around the grounds, talking briefly with pupils and anticipating potential difficulties. A suspected problem is promptly investigated.

Our school ensures that there is efficient communication between supervisors and those responsible for co-ordinating the behaviour policy. Training has been given to support the behaviour policy and there is a clearly understood definition of roles and responsibilities for supervisors and teachers when on duty.

Support and simple management structures are in place to ensure that supervisors' authority is not undermined when managing behaviour. They operate rewards and sanctions, refer an incident for further action if necessary, and know about follow-up paperwork. Teaching staff support them in exercising their authority and the behaviour policy further re-enforces their position.

**Useful strategies used by our school include:**

- senior teachers on the playground at lunchtime if supervisors require support.
- money found from the school budget to pay for training.
- a trained, experienced senior supervisor who deploys staff and looks after new recruits.

