



**Barnfields Primary School
Anti-Bullying Policy**



Date Approved: September 2020	Print Name: Richard Chadwick
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Introduction

At Barnfields Primary School, there is no justification for bullying and it is not to be tolerated in any form. Bullying of any kind is considered completely unacceptable, and must not be regarded as an inevitable part of a child's school experience. It is to be clearly understood by anyone working within our school that it is wrong and will not be tolerated, or on the way to and from the school site. Our ultimate aim is to provide a safe, secure and happy learning environment for all pupils, rooted in mutual respect and in keeping with our values of:

- Respect
- Responsibility
- Resilience
- Positivity
- Reflection

Through educating children in our values, which are embedded throughout the whole school, we aim to foster a school culture that is free of fear or threat. This will enable us to support the aspirations, achievements and welfare of the entire school community.

Aims

Our aims and objectives in formulating this policy are:

- To reduce and eradicate, wherever possible, instances in which pupils are subjected to bullying.
- To establish appropriate means of providing after-care should an incident of bullying occur.
- To ensure that all pupils, staff, parents and governors are aware of this policy and fulfil their obligation to it.

What is Bullying?

Barnfields Primary School defines bullying as:

Bullying is deliberate, hurtful behaviour that is repeated over a period of time. Bullying is committed with the intention of making somebody feel hurt, threatened or frightened. This can take many forms:

- Physical – hit, kick or manhandle
- Verbal – teasing/ name-calling, insults relating to physical or social appearance, disability/gender/ ethnic origin/ sexual orientation or personality
- Psychological – spreading rumours, excluding from activities/ discussions/ groups of friends
- Extortion – threats to obtain money or property
- Damage/ theft to/ of belongings

- Cyber-bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature e.g. (including social media e.g. WhatsApp, Instagram and other apps)

As a school, we work hard to ensure children understand that bullying is much more than just “falling out”.

As a school, the values and beliefs we share that underpin this policy are:

- All bullying is unacceptable regardless of how it is delivered or the reason used to justify it.
- A recognition and an understanding that bullying can have a detrimental effect on pupils.
- Both those who are bullied and those who bully will be treated in a supportive manner, rather than be regarded as a burden to members of staff and peer groups.
- The harmful effect on pupil performance, which can be occasioned by bullying, is recognised and the school is committed to combating all bullying behaviour.
- Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch it happening and less aggressive pupils can be drawn in by group pressure.
- Staff should be alert to signs of bullying and harassment, must take seriously any complaint of bullying and deal with it firmly, fairly and promptly.

Roles and responsibilities

The governing board is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

The Headteacher is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.
- Reporting annually to governors, through the Headteachers Report and WGB meeting, regarding the number of bullying incidents and how we deal with bullying in school.

The Senior Leadership Team are responsible for:

- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents, when more serious bullying incidents occur.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.

- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the pupil's Phase Leader of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the perceived victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Pupils are responsible for:

- Informing a member of staff if they witness bullying or are a perceived victim of bullying.
- Not making counter-threats if they are perceived victims of bullying.
- Walking away from situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall perceived victim to cyber bullying.

Prevention

Prevention is better than cure, so at Barnfields we will be vigilant for signs of bullying and always take reports of incidents seriously. All members of the school are made aware of this policy and their responsibilities in relation to it. We will use the curriculum, including PSHE lessons and assembly time, whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour. As a school, we follow the "Jigsaw: A Mindful Approach to PSHE" scheme, which includes a half-term's learning per year with a focus on relationships. Anti-Bullying is a clear focus in many year groups during this half term, and is supported by regular mentions throughout the year as well as Anti-Bullying week. There are various strategies that can be applied if more than one pupil is involved in bullying another. Role-play and other drama techniques can be used as well as Circle Time. If held regularly, this can be an effective way of sharing information and provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour. It can also be used just within the affected group to confront bullying that already exists.

As a school we shall seek to:

- Promote diversity, difference and respect for others
- Provide children with the opportunity to extend friendship groups and interactive skills through participation in special events, for example, drama productions and sporting activities.
- Encourage pupil cooperation and the development of interpersonal skills using group and pair work.
- Educate the children about all types of bullying as part of the curriculum.
- Ensure that staff members receive training on identifying and dealing with the different types of bullying.
- Provide a safe place, supervised by a staff member, for children to go to during free time if they feel threatened or wish to be alone.
- Speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.
- Be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause of bullying behaviour.

Actions to Combat Bullying

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place, it is their responsibility to report their knowledge to a member of staff.

As a school we shall:

- Support children who are being bullied.
- Help bullies to change their behaviour and learn from their actions.
- Meet those concerned individually and find out the facts of any incident.
- Use peer group pressure to actively discourage bullying.
- Break up bully groups where necessary.
- Involve parents at an early stage if an incident is serious or repeated.
- Help children develop positive strategies and assertiveness, through a strategic programme that includes assemblies and PSHE provision.
- Involve and discuss regularly with children agreed class rules and behaviour.
- Involve other agencies when necessary.

Procedures

All reported incidents of bullying will be investigated and taken seriously by staff members. In order to monitor and deal with bullying effectively in our school, the following procedures will be adhered to:

When investigating a potential bullying incident, the following procedures will be:

- Incidents will firstly be **dealt with directly by the perceived victim's class teacher**. Where necessary, other teachers (for example the teacher of the alleged bully) may be involved to deal with it at a class/individual level.
- The class teacher/s will ensure that there is no possibility of contact between the pupils being interviewed. The perceived victim, alleged bully and witnesses are all interviewed separately.
- A record will be kept of incidents (see form below). The class teacher of the perceived victim will be responsible for this and will be required to give a copy of report and the action taken to the child's Phase Leader and the Headteacher. Older pupils may be asked to write a report themselves.
- To ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. If bullying includes racist abuse, then it should be reported to the Headteacher to be recorded in the Register of Racial Incidents.
- Due to the potential for sexist, transphobic, sexual, etc. bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.
- **It is important to note, however, that some issues that may pose a safeguarding concern or are more serious in nature may not follow this pattern and may be referred to senior leaders more quickly.**

Sanctions

The following sanctions will be applied if the Headteacher is satisfied that bullying did take place:

- The perpetrator will be helped to understand the consequences of their actions by their **class teacher** and warned that there must be no further incidents.
- In accordance with Barnfield's Behaviour and Discipline Policy, the **class teacher** will also inform the perpetrator of the type of sanction to be used in the first instance (missing playtime) and future sanctions if the bullying persists.
- If possible, the **class teacher** will attempt reconciliation and will obtain a genuine apology from the bully. This will either be in writing to the perceived victim (and/or

witnesses if appropriate), or face-to-face, but only with the perceived victim's full consent. Discretion is used here; perceived victims will never feel pressured into a face-to-face meeting with the bully.

- The perpetrator is made to realise, by speaking once per week with their class teacher, that some pupils do not appreciate the distress they are causing, and that they should change their behaviour.
- Parents will be informed by the class teacher of any proven bullying incidents and what action is being taken.
- The class teacher, along with the Phase Leader, will informally monitor the pupils involved over the next half-term.
- If there has been no or little improvement in the behaviour displayed by the perpetrator, the incident will be escalated to either the **Deputy Headteacher or the Headteacher** for further investigation and the imposing of greater sanctions.

Support

The following support will be applied if the Headteacher is satisfied that bullying did take place:

- For a month after the initial complaint of bullying, the **class teacher** will hold an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- The **Phase Leader** will hold a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place until they are confident the bullying has stopped.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- Pupils who have been bullied will be assessed on a case-by-case basis and the DSL will, if necessary, put further support in place.

Parental Involvement

The parents of bullies and their perceived victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a perceived victim has to suffer.

Parents can play a vital role by:

- Stressing to their children the importance of social behaviour including the use of offensive language
- Reporting any misgivings they have concerning bullying.
- Actively endorsing and supporting the Anti-Bullying Policy.
- Noting that it is never appropriate to use physical violence against, or in any other way seek to bully, a bully.

Equalities Statement

Through appropriate treatment of all, Barnfields Primary School aims to eliminate unlawful discrimination, prejudice, harassment and stereotyping and strive to maintain policies that comply with current legislation. This applies to all members of the school community – pupils, staff, governors, parents/carers and community members and is based on the School's core values.

During the review of this policy the nine protected characteristics of the Public Sector Equality Duty, i.e. race, disability, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment have been considered.



Barnfields Primary School

Bullying Incident Report Form		
Name of Child:	Class	Date
Incident Reported to:		
<i>Details of incident: Where did the incident take place? When did the incident occur? Who has been suspected of bullying? Did anyone else see the incident? According to the perceived victim, how often does the bullying take place? According to the perceived victim, how long has the bullying been going on?</i>		
Action taken (please include any necessary detail, including the person taking the action).		
Teacher signature:		
Pupil signature:		