



**Barnfields Primary School
Anti-Bullying Policy**



Date Approved: September 2022	Print Name: Sue Francis
Date to be Reviewed: September 2023	Signed: Sue Francis

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.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'

- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy
- Primary Relationships and Health Education Policy
- Suspension and Exclusion Policy
- Child-on-child Abuse Policy

Definitions

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

Types of Bullying

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

Racist bullying: Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic and biphobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Ableist bullying: Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Socioeconomic bullying: Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

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 does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- 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.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

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.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

Statutory Implications

The school understands that, under the Equality Act 2010, it has a responsibility to:

- Eliminate unlawful discrimination, harassment, including sexual harassment, victimisation and any other conduct prohibited by the act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

The school understands that, under the Human Rights Act (HRA) 1998, it could have charges brought against it if it allows the rights of pupils to be breached by failing to take bullying seriously. The Headteacher will ensure that this policy complies with the HRA; the headteacher understands that they cannot do this without fully involving their teaching staff.

Although bullying itself is not a criminal offence, some types of harassment, threatening behaviour and/or communications may be considered criminal offences:

- Under the Malicious Communications Act 1988, it is an offence for a person to electronically communicate with another person with the intent to cause distress or anxiety, or in a way which conveys a message which is indecent or grossly offensive, a threat, or contains information which is false and known or believed to be false by the sender.
 - The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.
 - Section 127 of the Communications Act 2003 makes it an offence to send, by means of a public electronic communications network, a message, or other matter, that is grossly offensive or of an indecent, obscene or menacing character. It is unlawful to disseminate defamatory information through any media, including internet sites.
- Other forms of bullying which are illegal and should be reported to the police include violence or assault, theft, repeated harassment or intimidation, and hate crimes.

Prevention

The school will clearly communicate a whole-school commitment to addressing bullying and have a clear set of values and standards which will be regularly promoted across the whole school.

All members of the school will be made aware of this policy and their responsibilities in relation to it. All staff members will receive training on identifying and dealing with the different types of bullying. All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Relationships and Health Education Policy. This curriculum explores and discusses issues at age-appropriate stages such as:

- Healthy and respectful relationships.
- Boundaries and consent.

- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise abusive relationships and coercive control.
- Harmful sexual behaviour, the concepts involved and why they are always unacceptable, and the laws relating to it.

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.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and cultural groups.

Seating plans will be organised and altered in a way that prevents instances of bullying. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.

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.

Signs of Bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating. Pupils who display a significant number of these signs will be approached by a member of staff to determine the underlying issues causing this behaviour.

Staff will be aware of the potential factors that may indicate a pupil is likely to exhibit bullying behaviours, including, but not limited to, the following:

- They have experienced mental health problems, which have led to them becoming more easily aggravated
- They have been the victim of abuse
- Their academic performance has started to fall and they are showing signs of stress
- If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's form tutor, who will investigate the matter and monitor the situation.

Child-on-Child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms, and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons, in line with the Prevention section of this policy.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.

- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Upskirting (this is a criminal offence).
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled – this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to Staffordshire Safeguarding Children Board (SSCB) and potentially the police, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

The school’s Child-on-Child Abuse Policy outlines the school’s stance on addressing child-on-child abuse, including sexual abuse, and the procedures in place will be adhered to if any instances are uncovered or disclosed. More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target pupils, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging

- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook.

NB. The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying and will follow the sanctions set out in section 12 of this policy if they become aware of any incidents.

Many of the signs of cyberbullying will be similar to those found in the 'signs of bullying' section of this policy; however, staff will be alert to the following signs that may indicate a pupil is being cyberbullied:

- Avoiding use of the computer
- Being on their phone routinely
- Becoming agitated when receiving calls or text messages

Staff will also be alert to the following signs which may indicate that a pupil is cyberbullying others:

- Avoiding using the computer or turning off the screen when someone is near
- Acting in a secretive manner when using the computer or mobile phone
- Spending excessive amounts of time on the computer or mobile phone
- Becoming upset or angry when the computer or mobile phone is taken away

Parents are advised to report to the Headteacher if their child displays any of the signs outlined in this section.

During times when remote education is being utilised, the school will frequently be in contact with parents to make them aware of their activities online, but also to reinforce the importance of pupils staying safe online, and explaining how filtering and monitoring procedures work.

Staff will be aware that a cyberbullying incident might include features different to other forms of bullying, prompting a particular response. Significant differences may include the following:

- **Possible extensive scale and scope** – pupils may be bullied on multiple platforms and using multiple different methods that are made possible by virtue of the bullying taking place online
- **The anytime and anywhere nature of cyberbullying** – pupils may not have an escape from the torment when they are at home due to the bullying continuing through technology at all times
- **The person being bullied might not know who the perpetrator is** – it is easy for individuals to remain anonymous online and on social media, and pupils may be bullied by someone who is concealing their own identity
- **The perpetrator might not realise that their actions are bullying** – sometimes, the culture of social media, and the inability to see the impact that words are having on someone, may lead to pupils crossing boundaries without realising
- **The victim of the bullying may have evidence of what has happened** – pupils may have taken screenshots of bullying, or there may be a digital footprint that can identify the perpetrator

The school will support pupils who have been victims of cyberbullying by holding formal and/or informal discussions with the pupil about their feelings and whether the bullying has stopped, in accordance with section 13 and section 14 of this policy.

In accordance with the Education Act 2011, the school has the right to examine and delete files from pupils' personal devices, e.g. mobiles phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. In these cases, the school's Searching, Screening and Confiscation Policy will be followed at all times.

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.
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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.

Bullying outside of school

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child Abuse Policy.

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the Headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, e.g. on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it will be investigated and acted upon. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The Headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

Record Keeping

The DSL will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

- The Headteacher and DSL will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:
 - Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
 - Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
 - Considering whether there are wider cultural issues at play within the school, e.g. whether school culture facilitates discriminatory bullying by not adequately addressing instances, and planning to mitigate this.
 - Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

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:		
Details of incident: <i>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:		