

Leigh and Bransford Primary School

Anti-Bullying Policy

Rationale

Everyone at Leigh and Bransford School has the right to feel welcome, safe and happy. Only if this is the case will all members of the school community be able to achieve to their maximum potential. Bullying of any sort can hinder this and prevents equality of opportunity. Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build an anti-bullying ethos in the school.

Definition of Bullying

There are many definitions of bullying, but most have three things in common:

- It is deliberately hurtful behaviour.
- It is repeated over a period of time.
- It is difficult for those being bullied to defend themselves.

Forms of bullying

- Physical - hitting, kicking, biting, thumping, taking belongings.
- Verbal - name calling, insulting, racist remarks.
- Indirect - spreading rumours, excluding from social groups.

Types of Bullying:

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children

- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Strategies Employed to Discourage Bullying

The ethos of our school is centred upon pupils feeling safe and happy and in order for them to work productively together and as any form of bullying is counter-productive to this we challenge bullying at its first sign. We believe this discourages a climate of bullying. We believe that prevention is better than cure and the staff employ a variety of strategies to support this.

These include:

- S.E.A.L. activities
- Circle Time
- Assembly time
- Drama and Role Play
- Personal, Social, Health and Citizenship Education.
- A whole school anti-bullying charter (first adopted Jan 2010)
- Anti-bullying week annually.
- Playground buddies.

Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as

two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Procedures

At Leigh and Bransford Primary School we are vigilant for signs of bullying and always take reports of incidents seriously. If a bullying incident does occur in our school, the following procedures are in place:

- The incident is logged in the Bullying Record Book, kept in the school office.
- In the first instance the matter will be dealt with by the class teacher who will inform the Headteacher and parents.
- If the matter is not resolved, or in the case of serious incidents the Headteacher will take on a more active role in the resolution of the matter. Parents will be invited in to school for discussion and to agree a way forward.
- Outside professional agencies might be consulted for advice, or their professionals used as a way forward in correcting the bully's behaviour.
- Exclusion as a response to bullying should be used with caution and always as a last resort. It should be remembered that this may merely transfer the problem elsewhere, help it to grow worse and not remedy it. Advice on the use of exclusions as a disciplinary measure is given in DFE Circular 10/94, Exclusion from School.

Parental Involvement

Parents are encouraged to talk to their children about bullying and to encourage them to tell if they feel they are being bullied.

The concerns of parents will be taken seriously. The first point of contact for the parent will be the child's class teacher. If a parent does not feel that the situation has been dealt with satisfactorily by the class teacher, then the next stage would be for the parent to contact the Headteacher, who will discuss a possible way forward and agree a strategy.

Other Relevant Policies

- Equal opportunities
- Behaviour Policy
- Racial Equality Policy