



Leigh and Bransford Primary School

Anti-Bullying Policy

Reviewed: May 2021

Date of next review: May 2022

Signature (Chair of Governors)

Date:

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Anti-Bullying Policy

Rationale

Everyone at Leigh and Bransford School has the right to feel welcome, safe and happy. If this is in place, all members of the school community be able to achieve to their maximum potential. Bullying of any sort can hinder this and prevent equality of opportunity. Where bullying exists, the victims must feel confident to engage with our 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. This is also thoroughly embedded in an evolving and rigorous PSHE curriculum.

Links to legislation

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011.
- The Equality Act 2010.
- The Children Act 1989.
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

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 of 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 (who may potentially forward private details on to others).

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 anyone who is lesbian, gay, bisexual, transgender or questioning.

Peer on Peer Abuse

This refers to a child inflicting abuse on another child which could include: sexual abuse, physical abuse, emotional abuse and cyber bullying. (Refer to schools updated safeguarding policy).

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 who come from a black, Asian and minority ethnic group
- Pupil premium children.
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual, transgender or questioning
- Children with medical/health needs.

Signs of Bullying

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

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- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why they are unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence,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

Strategies Employed to Discourage Bullying

The ethos of our school is centred upon our pupil's wellbeing and feeling safe and happy in order for them to work productively together. 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:

- Creating and supporting an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Recognising that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Openly discussing differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenging practice and language (including eliminating any form of - 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- All staff to immediately challenge and stop any form of physical contact between children that is deemed inappropriate.

- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Actively create “safe spaces” for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.
- 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.
- To intensify our education of anti-bullying strategies during national anti-bullying week.

Involvement of pupils

- We will:
 - Involve pupils in policy writing and decision making, to ensure that they understand the school’s approach and are clear about the part they play in preventing bullying.
 - At least once a year, canvas children and young people’s views on the extent and nature of bullying.
 - Ensure that all pupils know how to express worries and anxieties about bullying and know who their safe adults are.
 - Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
 - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
 - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have- through class teacher and LSA support and if needed, further intervention – a wellbeing support programme.

Involvement and liaison with parents and carers

- We will:
 - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website
 - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
 - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
 - Ensure that parents work with the school to act as role models of positive behaviour for pupils, both on and offline.
 - Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.
 - DSL to inform parents via a letter or newsletter of any current trends in online bullying or inappropriate games the children may be accessing in order for them to support their child/ren.

Procedures

At Leigh and Bransford Primary School we are vigilant for signs of any 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 on a current behaviour report form on the school server and patterns of bullying are noted and addressed.
- 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 perpetrator's behaviour.
- Exclusion, as a response to bullying, should be used with caution and always as a last resort or as a means to immediately safeguard the victim of the bullying. 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.

Responsibilities:

- The head teacher and DSL is to communicate this policy to the school community
- The head teacher will ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Governors to take a lead role in monitoring incidents that do occur and analyse any groups that maybe being routinely bullied.
- Governors to regularly participate in reviewing this policy and its effectiveness.
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Other Relevant Policies

- Equal opportunities
- Behaviour Policy
- Racial Equality Policy
- Complaints policy
- Child protection policy
- Computing and e-safety policy.
- School safeguarding policy

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net