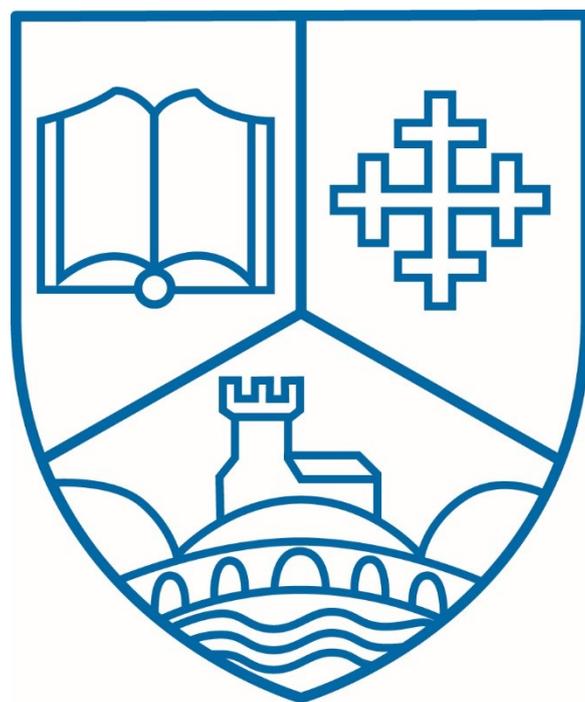


**BIDFORD ON AVON  
CHURCH OF ENGLAND  
PRIMARY SCHOOL**



**Anti-Bullying Policy**

**March 2022**

**Review date – March 2024**

# **Bidford on Avon C. of E. Primary School**

## **Anti-bullying policy**

**March 2022**

We are committed to encouraging positive relationships by providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school and we take bullying and its impact seriously. The ethos of our school fosters high expectations of behaviour and we encourage all children to take responsibility for their actions, to cooperate with and respect others. We will consistently challenge any behaviour that falls below this. Bullying is not to be tolerated and all incidents of bullying are responded to.

### **Objectives of this Policy**

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- To support the school's vision for its pupils, the behaviour policy and code.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults.

### **What Is Bullying?**

Bullying is unacceptable behaviour used by an individual or group, usually persistent over time that intentionally hurts another individual or group either physically or emotionally. In other words, bullying in Bidford Primary School is considered to be, "unacceptable behaviour which occurs '**repeatedly and on purpose**'. Bullying can be short term or continuous over long periods of time. Bullying is not occasional falling out with friends, relationship difficulties, differences of opinion or arguments. It is an important part of a child's development to learn how to deal with friendship breakdowns and how to deal with these situations in order to develop the social skills to repair relationships.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting
- Physical pushing, kicking, biting, hitting, punching or any use of violence
- Racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Direct or indirect
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Misuse and abuse of the internet, social media, mobile devices and associated technology e.g. cameras, videos etc.
- Mobile threats by text messaging and calls

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- Special Educational Needs
- Disability
- Appearance or health
- Home circumstances, including Young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

### **Perpetrators and Victims**

Bullying takes place where there is an imbalance of power of one person or persons over another.

This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved

- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant to the signs and symptoms of bullying (see Appendix 1) and should not wait to be told before raising concerns or dealing directly with the matter. Children may not be aware that they are being bullied, because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

Staff must also be aware of those children who may be vulnerable pupils; those coming from vulnerable families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.

### **Why is it Important to Respond to Bullying?**

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving and are subsequently assisted to overcome the core issues that cause them to behave in this way.

### **Outcomes**

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff and dealt with in line with the school behaviour policy. Our aim is to ensure that all children and adults feel safe in school; that victims of bullying feel supported and reassured and that perpetrators of bullying understand the consequences of their actions. The perpetrator may be asked at a suitable point to genuinely apologise. Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified. Strategies will be put in place to support the perpetrator to develop positive social skills and emotional awareness in order to improve their relations with others.

In some cases parents will be informed about their child's behaviour and asked to support the school with any sanctions that it takes. In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. In cases where a child does not respond to sanctions and is unwilling to alter their behaviour choices a daily behaviour report, managed playtimes, an individualised curriculum, a reduced timetable or exclusion may be considered.

### **Prevention**

Our school vision statement directs all staff to actively encourage children to have respect for each other and for other people's property. Our ABC behaviour code and behaviour policy highlights expectations for all children and adults in our community.

The school has a range of strategies in place to help children work and behave cooperatively in order to minimise the possibility of bullying taking place including relationship themed assemblies; the PSHE, RSE and SMSC Curriculum; the school Vision and Aims statement; the Behaviour policy including a system of rewards, sanctions and restorative practice; Protective Behaviours lessons; the Internet safety policy and lessons and a robust approach to pastoral support.

Children are also consulted through in-school pupil focus groups and questionnaires.

Good and kind/polite behaviour is regularly acknowledged and rewarded. Staff regularly discuss bullying, this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff will reinforce expectations of behaviour as a daily routine and follow the Single Equality and Inclusion policy supporting every child in our school. Staff reinforce a message that children must be respectful of individual differences, individual feelings, friendships and interests and in their approach to disagreements.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical):

- Tell a friend
- Tell your School Council rep, Blue bander, or Peer Mediator
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given

Above all children are encouraged to '**Start Telling Other People**' if they feel they are being bullied or if someone they know is being bullied and posters in public areas reinforce the message (Appendix).

### **Incidents out of school hours**

We cannot take responsibility for incidents which occur outside school. However, we will intervene and where appropriate discipline pupils for behaviour outside of school where it interferes with school life, poses a threat to a child or member of the public, causes a child distress or adversely affects the school's reputation. Incidents may include inappropriate mobile text messages or cyberbullying. Guidance for this is within the Education and Inspections Act 2006/ DFE Behaviour and Discipline in schools January 2016.

### **Cyber Bullying**

With increased use of new technologies, cyber bullying has been more prevalent. To address this we have robust systems to enable us to protect pupil in school, e.g. fire walls, passwords and internet safety Education. We also have a system for recording, reporting and acting in incidents of cyber bullying in school and the wider community.

### **Recording of Bullying Incidents**

All verified incidents of bullying are recorded on a behaviour report and monitored to ensure repeated bullying does not take place. A log of bullying incidents is also compiled. Cases of racist bullying must be reported directly to the Head teacher and are also recorded on behaviour reports and a separate racist incident log. Behaviour reports are evaluated each half term and incidents of bullying are reported termly to the governing body.

Where there are concerns that a child is being abused a safeguarding 'green' referral form is completed and handed to the Designated Safeguarding Lead, which may lead to a referral to the Multi-agency safeguarding hub.

All incidents of bullying are discussed with the relevant staff and where appropriate the parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child may be prevented from happening in the future.

### **Advice to Parents**

As the parent of a child whom you suspect is being bullied:

1. Initially report the suspected bullying incidents to the class teacher – the bullying behaviour or threats of bullying will be investigated and actions taken to prevent it, in consultation with the school leadership team.
2. If the situation continues discuss the issue with the Deputy headteacher.
2. In cases of persistent/ serious bullying the Head teacher will be notified.
3. In ongoing cases parents of the offending pupil will be informed and asked to come in to a meeting to discuss the issues.
4. If necessary and appropriate the police will be consulted.

### **Do Not:**

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to use bullying behaviours in return which may exacerbate the situation.

### **SEND**

Pupils with SEND might not be able to articulate experiences as fluently as other children. However they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific need. We try to make classroom activities and lessons sensitive to such children's needs. We teach assertiveness and other social skills and teach victims to say No and to get help. Where appropriate a named mentor/friend is appointed for the pupil to confide in. Our most able pupils can also be affected by bullying.

### **SMSC**

We provide a clear moral code that is promoted consistently throughout all aspects of school. We model principles of integrity, respect and fairness. Robust systems exist for safeguarding our pupils.

This policy is written in line with the Behaviour policy/ Single inclusion and Equality Policy.

**This policy will be reviewed in line with Schedule**

## **Appendix 1:**

### **Signs and Symptoms for Parents and Staff**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

# S.T.O.P.

Bullying is if someone does something unkind to you

Several

Times

On

Purpose

If someone does bully you, you must –

Start

Telling

Other

People

# S.T.O.P.