

Bressingham Primary School

Anti-Bullying Policy

Introduction

At Bressingham Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Bressingham Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy also has regard to the following guidance and advice: Keeping children safe in education (DfE, September 2022); Cyberbullying: advice for head teachers and school staff (DfE, November 2014); Sharing Nude and Semi-Nude Images and Videos Guidance, UK; Council for Internet Safety, 2020; Working together to safeguard children (DfE, July 2018); and Searching, screening and confiscation: advice for schools (DfE, July 2022). This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct and the School's vision, aims and values and principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. Our principles are underpinned by our school ethos:

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Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Bressingham Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and learning time. We agree that:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online. (Anti-Bullying Alliance 2022)

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

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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, bisexual or transsexual people.

Harmful sexual behaviours

This includes sexual harassment and sexual violence. sexual harassment refers to the unwanted conduct of a sexual nature that can occur online and offline. sexual violence refers to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault. Incidences of sexual harassment will be investigated to ensure they are not part of a wider pattern of sexual harassment and / or sexual violence.

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, bisexual or transsexual

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not

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describe as bullying, such as two friends falling out, or a one-off argument. E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the School's website. E-safety workshops are held to raise parents' awareness of cyber-bullying on a bi-annual basis. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Code of Conduct

Our school's behaviour policy revolves around the key principles of children being

- Be ready to learn
- Be respectful
- Be safe

This is instilled in our pupils through daily language, displays and correspondence with parents.

Behaviour Policy

Our Behaviour Policy is underpinned by a restorative approach to conflict. It includes rewards and sanctions which are used consistently, to prevent inappropriate behaviour, and promote positive behaviour.

Reporting concerns

Pupils

A pupil who is being bullied, or who is worried about another pupil being bullied, should tell someone without delay and can do so in several ways.

They can:

- Inform their parents, class teacher or any member of staff or volunteer at the school or responsible older pupil.
- contact Childline (0800 1111).

We will speak with the children about having five trusted adults to go to about any concerns they might have.

Parents

Parents who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact the Headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school website and available at school. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Staff

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A member of staff or volunteer who learns of alleged bullying behaviour should:

- Respond quickly and sensitively by offering advice, support and reassurance to the alleged victim
- Listen carefully and keep an open mind
- Not ask leading questions
- Reassure the child but not give a guarantee of confidentiality
- Report the allegation to a member of the SLT as soon as possible

If the alleged bullying behaviour raises a safeguarding concern, the matter should be reported in accordance with the School's safeguarding and child protection policy and procedures before further investigation is carried out. In the case of bullying potentially involving harmful sexual behaviours, staff will follow guidance set out in Part 5 of KCSIE. Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff.

In any case of alleged bullying, either the Class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the Head teacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together, taking into account the age and stage of development of the children concerned (See Behaviour policy for further guidance).

The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. If the situation does not improve, the Head teacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

We have a responsibility to support victims of bullying and make appropriate provision for their needs. The nature and level of support will depend on the individual circumstances and the level of need. These can include a quiet word from a teacher that knows the pupil well, guidance from counsellors, engaging with parents, referring to local authority children's services or to Child and Adolescent Mental Health Services

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(CAMHS). At all times members of staff must take into consideration the motivation behind the bullying behaviour and whether external services should be used to tackle any underlying issues of the bully which contributed to the bullying behaviour. If these considerations give rise to safeguarding concerns relating to the bullying, the School's child protection procedures will be followed.

Signs of Bullying

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

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or 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, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Preventative measures against bullying:

What do all children need to know about bullying in order to prevent it occurring? Much of this is brought into the curriculum through our RSHE work. Circle Time will also be used as a means of solving and preventing bullying situations. The RSHE curriculum also needs to provide age-appropriate advice to support LGBT+ pupils and those from LGBT families. Pupil voice monitoring is carried out.

What do children need to know about bullying?

- What we mean by bullying
- That we will listen to them
- They have the right to space
- Strategies to help them to become assertive
- Role play in order to practise strategies
- A safe place
- Know 5 people they can trust
- Know what acceptable behaviour is
- Why they/ others are being bullied
- That they can say no
- The role of the bystander- see below
- That bullying is not tolerated or approved of by staff and children
- We care
- That they must not punish themselves

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- Bullying is always a weakness

Appendix A includes useful information on the role of the bystander.

Appendix B includes ideas from School Council for what to do to help people who may be being bullied.

How we will deal with bullying:

1. We will take action as quickly as possible, trying to prevent bullying from happening by being alert to relationships/ issues between children and encouraging them to talk to us, then one another about these
2. If bullying is seen or reported, we will take action straight away, assuming that it has happened, but identifying quickly whether it is bullying according to our definition; if it is not, all parties will be contacted to let them know that this is not being treated as a bullying incident, but for them to let us know if there are further issues; the incident will be dealt with according to our behaviour policy if it is not deemed to be bullying
3. Bullying that takes place between pupils from the school should be dealt with, even if it has taken place outside of school, when it is drawn to our attention
4. We will reassure the victim and offer help, advice and support to him or her
5. We will talk to those directly involved; victim, bully and any others- separately, then victim and bully together
6. We will encourage the bully to see the victim's point of view by bringing the parties together to discuss the incident, feelings and alternative outcomes
7. We will ask the bully how they can make the situation better and follow this if it is a reasonable suggestion; if not, staff will make an alternative suggestion- see sanctions below (point 9)
8. We will record the incident as bullying on CPOMS if we have proof that bullying is taking place
9. We will consider the appropriateness of the sanction. If sanction is deemed necessary, we will clearly explain the reason for it. The consequence will be the withdrawal of privileges in the following form: free time (breaks, lunchtimes); placement in the classroom, at playtime, around the school.
10. We will review the situation by observation of the child, contacting a parent/ carer to ensure that the victim is happy at school, and by speaking to the child.

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11. If the situation is not resolved, we will seek advice from an outside provider, after speaking to a parent/carer of the child involved. (This may include School2School advice, Early Help, Virtual School for SEND, as appropriate.)
12. We will contact a parent/carer of a victim and bully by meeting or telephone call to inform them and to involve them in any future action, including when we feel that the situation is resolved, checking that the victim is now happy in school.

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Appendix A

We will help our children to develop the characteristics of bystanders who intervene to help, by helping them to empathise, perceive the need to help and have experience of intervening, by talking about this and using role play, as part of our RHSE programme.

The role of bystanders:

Research by Craig & Pepler (1997) found that bullying will stop in less than 10 seconds nearly 60% of the time when peers intervene. In playground observations, peers intervened in significantly more episodes than adults did (11% of episodes versus 4%).

A study by Rigby and Johnson (2004) assessed factors, which incline or disincline bystanders to help a child who is being bullied:

Factors that incline students to say they help someone who is being bullied:

- Empathy
- Perception that friends expect them to help
- Some experience of helping a victim in the past
- Age – primary age are more likely to help than secondary.

Factors that disincline students to help:

- A belief that people should look after themselves
- Fear of consequences of intervening e.g. embarrassment
- Feeling that one only has responsibility for one's friends
- Enjoyment of conflict
- Sadistic desire to hurt

Research in Finland by Salmivalli (1995,1999) found that witnesses of bullying incidents adopt particular roles. The following 'participant roles' were identified:

- **Assistants** who join in and assist the bully
- **Reinforcers** who do not actively attack the victim but give positive feedback to the bully, providing an audience by laughing and making other encouraging gestures
- **Outsiders** who stay away, not taking sides with anyone or becoming actively involved, but allowing the bullying to continue by their 'silent approval'
- **Defenders** who show anti-bullying behaviour, comforting the victim, taking sides with them and trying to stop the bullying.

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More recent research highlights the importance of bystanders with evidence that children with both high empathy and high peer group status, can be the most effective defenders (Caravita et al 2009).

Appendix B

Ideas from School Council...

Help people who may be upset by others ...

Go and help by playing with them.

Tell the teacher.

Tell the bully to stop.

Help people who may hurt other people...

Tell them to stop.

Go and play with them because they may be being bullied.

Calm them down.

Go and play with them and be there to stop it.

Play with them doing another game to distract them.

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