

## Vision statement:

Beckstone Primary School is committed to providing a safe, positive, valuing and inclusive environment for pupils, staff and parents/carers. The anti-bullying policy and practice plays an important role in this.

The following principles inform our anti-bullying approach:

- Bullying behaviour is unacceptable in all circumstances;
- Bullying is a shared problem and staff and parents/carers will need to work together in partnership to resolve incidents;
- All adults in the school community (staff, governors and parents/carers) are expected to present positive role models to children;
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying;
- Anti-bullying approaches will be consistent with preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing of difference, the need to cope with difficult individuals and the role of forgiveness;
- When incidents have been dealt with, all parties should be supported and enabled to move on positively.

## Definition:

The following three dimensions collectively help us to define bullying behaviour\*

### 1. Bullying is intentionally hurtful

It is the deliberate, unjustifiable and unprovoked use of aggressive behaviour.

It includes actions that cause physical, emotional or mental hurt to the victim and actions that violate another person's freedom and rights.

### 2. Bullying is a repeated experience

Being bullied is the experience of persistent or repeated anti-social behaviour. However, occasionally there can be single incidents which constitute bullying because of the fear and intimidation that project beyond that initial incident.

### 3. Bullying also involves an inequality of power.

The person/s being bullied find it difficult to reject or deal with the offending behaviour, or those involved in the bully behaviour have power over the victim. Some power imbalances can be subtle or build up over time, but more common examples include that they are, bigger/stronger/older have more friends, are more established in the school or care less about the consequences of their actions. Bullying behaviour can involve individuals or groups.

*\*Please note: The Government defines bullying as: "Behaviour by an individual or group, repeated over time that intentionally hurts another individual or group either physically or emotionally" Preventing and Tackling Bullying 2011*

**Examples of bullying include: (see Equal Opportunities Policy, Equality Act 2010 & Safeguarding Policy).**

***The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.***

***The Equality Act applies to all schools. These provisions protect pupils at the school and in the case of admissions, those applying or wishing to apply for admission. Former pupils are also protected from discrimination or harassment.***

- **Verbal bullying and cyber bullying** – such as mimicking, putting people down, saying unpleasant things about family, clothes or appearance, name-calling, anonymous notes and texts, hurtful emails and inappropriate use of social networking sites or instant messaging, sending offensive or degrading images by phone or via the internet, blackmail, and deliberately embarrassing or humiliating others;
- **Physical bullying** – such as hitting, pushing, hurting, hair pulling, pushing people around, kicking, deliberately disrupting work or play and extortion;
- **Indirect bullying** – such as spreading rumours, isolation, exclusion and getting others to be hurtful or unkind;
- **Psychological bullying** – such as intimidation, threats and looks to make another child feel uncomfortable or fearful.
- **Racist** (see *County Guidelines on dealing with racist incidents*) - racial taunts, graffiti, gestures
- **Sexual** - unwanted physical contact or sexually abusive comments
- **Homophobic** - because of, or focussing on the issue of sexuality including, gender re-assignment and sexual orientation.
- **Disability** (see *County Guidelines on dealing with racist incidents*) – because of, or focussing on a person's disability.

Members of staff will have regular training linked to the Equality Act 2010 and the PHSE & Citizenship Co-ordinators will keep up to date with information and resources to enable the school to be proactive in challenging prejudice.

## Reporting and recording incidents:

All incidents of bullying must be reported and all such reports will be taken seriously. The perspective of the person, who feels bullied, will contribute to understanding and establishing the seriousness of the incident. When bullying has occurred special actions will follow.

The school recognises that speed of response is important and wherever possible incidents will be resolved quickly. However, significant incidents will involve investigation and this can cause delay to the resolution. The school will need to take the time necessary to respond to and resolve incidents appropriately, while ensuring the safety of the child who feels bullied.

The school operates many ways for children to be able to report/share concerns or worries, these include Educational Support Manager (ESM), ESM's post box, family groups and circle times. The school also has a buddy system in place, where by Year 6 pupils support younger children at playtimes. The school also runs a very

successful school council with two councillors in each class from nursery to Year 6. The view of children and parents are taken seriously and regular questionnaires are distributed to both families and pupils. We also promote access to the parent comment questionnaire on the Ofsted website and encourage families to fill this in when speaking to them at parent evenings, information sheets are given out on how to access the site and computers are made available in school for those families without access to one. The role of the Bullying Intervention Group, which consists of parents, staff, pupils and a PCSO, has regular meetings to discuss what is working, what isn't and how we can improve.

The role of all staff in responding to hurtful behaviour is made clear to them as part of their induction, including midday supervisors (MSAs) and Senior Teaching Assistants (STAs). STAs will usually be involved as playground supervisors to give continuity of care. Incidents of bullying (see definition above) observed or reported at play and lunch times will be referred to the class teacher.

Staff will listen attentively to pupils complaints and concerns, and address them. Careful listening at the outset can prevent the situation escalating and demanding more time in the long term,

Single incidents of bullying behaviour must be reported to and will be dealt with by the class teacher. (The head teacher will be kept informed of any incidents dealt with by the class teacher so that he holds the overview across the school.) Follow up and ongoing monitoring will be conducted by the class teacher, whilst keeping the head teacher informed at all times, even if it is felt that the matter has been resolved. If the behaviour initially dealt with by class teachers continues, it will be recorded on the Integrated Bullying and Harassment Record and Monitoring Form and given to the PSHE Co-ordinator to place in the appropriate file.

All repeated bullying behaviour should be reported, in the first instance directly to the Head of Year then the Deputy Head then the Head Teacher. All incidents should be recorded in sufficient depth so that analysis of patterns, by the Bullying Intervention Group (B.I.G), can inform policy and practice at a whole school level and be linked in with the Vulnerability Audit. Recording must comply with the Data Protection Act.

Responses to all bullying behaviour will be educative and seek to ensure that this behaviour will not be repeated. A child who has been involved in bullying behaviour will be expected to take responsibility for the impact of their behaviour on others, the reasons for their behaviour will be explored and they will be expected to improve and change. The aim will be to resolve incidents, rebuild relationships and restore a safe environment for all.

Persistent bullying – after support & counselling – will result, in the first instance, in an internal exclusion, this may take the form of missing morning play-time/lunch play-time or be excluded from lessons. The length of the exclusion will be decided by the Head Teacher and be spent in the ESM's room. In some circumstances it may involve a parent/carer collecting the child from school. The next steps could result in fixed term or permanent exclusion as a last resort. (See *Behaviour Policy*)

The weekly staff meeting will be used to share any concerns about pupils so that all staff can be alert to any concerning behaviour and the vulnerability of individuals.

Vulnerability audits are updated during the year by staff. The Senior Management team form a vulnerability panel to discuss individuals and how they are supported.

### Prevention of bullying

At Beckstone Primary School:

- we establish school rules which demonstrate caring behaviour, and ensure that they are understood by all children
- specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- specify clearly what sanctions will follow bullying behaviour
- regularly remind children in assembly, family groups, circle time or on notices, etc, of the importance of respectful and caring behaviour to be shown to everyone
- use the personal, health and social curriculum. This curriculum should permeate all aspects of school life and be thoroughly integrated into the more general curriculum wherever possible. Every member of staff has the responsibility to support and foster this curriculum. (see *the PSHE & Citizenship Policies*)
- we draw up individual educational programmes for those children experiencing interpersonal and peer relationship difficulties and use the skills of the schools' ESM to support children.
- we use differentiated personal and social curriculum materials (e.g.: social skills curriculum and materials from the Social and Emotional Aspects of Learning) (see *the PSHE & Citizenship Policies*)
- we monitor closely those children with special educational needs (see *Special Educational Needs Policy*)

### Roles and responsibilities

#### The role/involvement of pupils:

Pupils will progressively develop their understanding of bullying and related behaviour issues through the curriculum. All pupils will be expected to develop appropriate witness behaviour and to show concern for others across the school community. Pupils will have opportunities to develop their resilience and problem solving strategies in the face of hurtful behaviour. Concerns and worries related to incidents and bullying in general may be explored and shared in 'circle time', but pupils will have access to anonymous reporting opportunities as noted earlier. The seriousness of making false reports will be understood.

Pupils will be actively involved in anti-bullying developments through the school council & the Bullying Intervention Group (B.I.G.), curriculum work and in special initiatives, for example a focus on National Anti-Bullying Week. From time to time pupils may be involved in group support for vulnerable individuals (those who have been bullied and those who have bullied). Children will take part in e-safety and digital citizenship through e-safety week and other opportunities such as their weekly ICT lessons and SEAL materials. All pupils are

made aware of staying safe on line and the rules and responsibilities of using digital devices and computers, all children and staff have posters reiterating these rules and responsibilities next to all computers.

#### The role/involvement of parents/carers:

Parents/carers have an important role in actively encouraging their child/ren to be a positive member of the school. Dealing with behaviour problems effectively requires the school and parents/carers to work in partnership. To this end it is included in the Home School Agreement. If bullying is reported, parents/carers need to be informed in a sensitive and responsible manner as soon as possible after the real or alleged incident.

If parents/carers have concerns about bullying or hurtful behaviour they should take up those concerns with the class teacher or the head teacher as soon as possible.

Parents/carers should raise any concerns about bullying or other hurtful behaviour directly with the school and not with the parents/carers of other parties, involved or otherwise. While we recognise that parents/carers who are friends may wish to resolve matters informally they are advised that the school should always be made aware of tensions and difficulties between children so that they can be supported appropriately. The best place to resolve conflicts between children is in school where all sides and aspects of incidents can be explored.

Parents/carers are expected to exercise reasonable confidentiality around incidents in which they are involved. In particular, parents/carers are requested not to spread stories about incidents. Partial information can be inaccurate and may affect the reputation of individual children, of the school and damage the atmosphere in the school community.

Parents/carers will be informed of any significant incidents involving their children in order to enable them to support their child and the school in seeking resolution and restoring a safe environment for all children. A parents/carers leaflet is provided to assist parents/carers in supporting their children and working with the school to resolve incidents as well as a monthly newsletter, which incorporates advice on bullying and e-safety and via the school website in the Parent Information Zone.

#### The role/involvement of governors:

The Governing Body supports the head teacher in all strategies to eliminate bullying from our school, while still recognising that the possibility that it may occur in school from time to time. It is the responsibility of the governing body to monitor and review the anti-bullying policy and its effectiveness. They require the head teacher to keep records of all bullying incidents and to report on the effectiveness of the school anti-bullying strategies annually.

It is the responsibility of the Governing Body to explain and communicate the anti-bullying policy to all interested parties. The Governing Body also deal with unresolved complaints about bullying through the school-based complaints procedure.

*Michelle Pike – PSHE Co-ordinator & Chair of the Bullying Intervention Group*

