



Bearbrook Combined School and Pre-school

Anti-Bullying Policy

2017 - 2020

Policy adopted

Headteacher

Date: **05/09/17**

Chair of Governors

Date: **05/09/17**

Anti - Bullying Policy

This policy is a working document which provides guidance and information on anti-bullying in the school for staff, parents/carers and governors. To be accessible to all of these groups the document is available on request from the school office.

Mission Statement:

At Bearbrook, we are committed to:

- Creating a vibrant, exciting school where children enjoy their education and make good progress in a stimulating environment
- Developing the whole child through their creativity and diversity
- Supporting our children to grow into confident, happy, independent life- long learners who can function as successful members of the community
- High expectations in terms of behaviour and attitude to learning.

Celebrating difference

We welcome children from a wide range of social, cultural, ethnic and religious backgrounds. Equality of opportunity and inclusion underpin all areas of learning, teaching and school life. Diversity is celebrated and our children are taught to recognise and respect the differences within our school community as well as similarities.

The policy is subject to review every 3 years.

Each time the policy is reviewed it is subject to the following process:

- The policy will be reviewed and updated by the coordinator and members of the working group.
- The policy will be distributed to all staff to view, comment on and discuss.
- A letter will be sent to all parents/carers explaining that the anti-bullying policy has been reviewed and that they now have the opportunity to view, comment on and discuss the policy before it is approved by the school Governors.
- During the summer term a copy of the policy will be held in the school's central office and can be viewed by parents/carers on request.
- The policy will then be considered and approved by the Governors of the school.

Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied, and that staff are free from fear of bullying by pupils.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Throughout this policy the term 'parent' is used to mean a pupil's parent, carer or guardian.

Statutory duties of schools

Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils. Under the Education Inspections Bill 2006 the duties are extended to include preventing/responding to bullying that happens outside school, where it is reasonable to do so. Schools also have a duty to 'safeguard and promote the welfare of pupils' (Education Act 2002) and to ensure that children and young people are safe from bullying and discrimination (Children Act 2004). Government guidance advises that the policy should also address the bullying of staff by pupils ('Safe to learn' DCSF 2007).

Scope of this policy and links to other policies

This policy includes:

- bullying of pupils by pupils within school
- bullying of and/or by pupils outside of school, where the school is aware of it
- bullying of staff by pupils within or outside school

Allegations about bullying of pupils by staff will be dealt with under the school's Safeguarding Policy. This policy has links to the following school policies and procedures:

- equality and diversity policy
- behaviour policy
- acceptable use policy (internet safety)
- safeguarding (child protection) policy
- Complaints procedure

Definition of bullying

The Anti-bullying Alliance's (ABA) definition of 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 through cyber space."

The DfE state in Preventing and tackling bullying (October 2014)

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a

group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Warwickshire Anti-bullying partnership states:

“When a person’s or group of people’s behaviour, over a period of time, leaves someone feeling one or more of the following:

- Physically and/or mentally hurt or worried
- Unsafe and/or frightened
- Unable to do well and achieve
- ‘Badly different’, alone, unimportant and/or unvalued
- Unable to see a happy and exciting future for yourself

it **could** be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this **is** bullying.

If someone is made to feel like this, or if they think someone they knows feels like this, it should be investigated. This should happen straight away as it can take a long time to build up the courage to tell. However, lots of things can make people us feel bad, sometimes it depends on the situation we are in, and it is not always bullying – so we think the following definition, adapted from one written by the Anti-bullying Alliance, is also useful:

Bullying is any behaviour by an individual or group that:

- is meant to hurt – the person or people doing the bullying know what they are doing and mean to do it
- happens more than once – there will be a pattern of behaviour, not just a ‘one-off’ incident
- involves an imbalance of power – the person being bullied will usually find it very hard to defend themselves

There are different types of bullying that can be experienced.

They include:

- Bullying and mental health
- General bullying
- Appearance related bullying
- Cyber bullying
- Disablist bullying
- Homophobic bullying
- Transgender bullying
- Race and faith targeted bullying
- Sexual and gender related bullying

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks

- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM)

Where individuals or groups bully different people, this will be seen as a pattern of bullying behaviour and treated as such.”

Warwickshire’s Anti-bullying Partnership 2007

Bearbrook Combined School recognises that bullying that is motivated by prejudice is a particular concern, for example racist, sexist and homophobic bullying and bullying related to perceptions about disability and/or special educational needs. All staff will be provided with appropriate training in equality and diversity, so that they are equipped to tackle these issues on a wider scale as well as in relation to bullying. Further details of our commitment to this can be found in our Equality and Diversity Policy.

Identifying and reporting concerns about bullying

- All concerns about bullying will be taken seriously and investigated thoroughly.
- Pupils who are being bullied may not report it. However, there may be changes in their behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.
- School teaching and ancillary staff will be alert to the signs of bullying and act promptly and firmly against it in accordance with this policy.
- Pupils who are bullying others also need support to help them understand and change their behaviour.
- Pupils who are aware of bullying (‘bystanders’) can be a powerful force in helping to address it and will be encouraged to do so in a safe way.

All pupils will be encouraged to report bullying by

- talking to a member of staff of their choice
- completing a ‘bullying concern’ form and placing it in the box at reception
- contacting local and national support agencies for advice/support

Staff who are being bullied will be encouraged to report it to a colleague of their choice.

Parents will be encouraged to report concerns about bullying and to support the school in tackling it. Trying to resolve bullying directly with pupils or their families can lead to problems escalating.

Responding to reports about bullying

School

The school will take the following steps when dealing with concerns about bullying:

- If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it

- A clear account of the concern will be recorded and given to the head teacher
- The head teacher will interview everyone involved and keep a detailed record. This will be held in line with the school's data protection policy/practice
- Class Teachers will be kept informed and if it persists the class teacher will advise the Key Stage Leaders.
- Parents and other relevant adults will be kept informed
- Where bullying occurs outside school, any other relevant schools or agencies (e.g. youth clubs, transport providers) will be informed about the concerns and any actions taken
- Punitive measures will be used as appropriate and in consultation with all parties involved

Pupils and staff

Pupils and staff who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- providing reassurance that the bullying will be addressed
- offering continuous support
- restoring self-esteem and confidence
- the use of specialist interventions and/or referrals to other agencies e.g. educational psychology, where appropriate

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents to help change the attitude of the pupil
- the use of specialist interventions and/or referrals to other agencies where appropriate

The following disciplinary steps can be taken:

- Official warnings to cease offending
- Restorative conversations
- Detention
- Exclusion from certain areas of school premises
- Confiscation of mobile phones, in line with our e-safety policy.
- Minor fixed-term exclusion
- Major fixed-term exclusion
- Permanent exclusion

Parents

- Most concerns about bullying will be resolved through discussion between home and school. However, where a parent feels their concerns have not been resolved, they are encouraged to use the formal Complaints Procedure.
- Where a pupil is involved in bullying others outside school, e.g. in the street or through the use of the internet at home, parents will be asked to work with the school in addressing their child's behaviour, for example restricting/monitoring their use of the internet or mobile phone.
- Referral of the family to external support agencies will be made where appropriate

Preventative measures

The school will:

- raise awareness of the nature of bullying through inclusion in PSHE, form tutorial time, assemblies, subject areas and informal discussion, as appropriate, in an attempt to eradicate such behaviour.
- participate in national and local initiatives such as Anti-bullying Week and raising awareness of rights through the work of the RRSA.
- seek to develop links with the wider community that will support inclusive anti-bullying education
- consider the use of specific strategies, for example peer mentoring, on a regular basis and implement them if appropriate, subject to available resources.

Promotion of this policy

The policy and methods for reporting bullying concerns will be promoted throughout the school, for example in information packs for new pupils and staff and through regular awareness raising activities with existing pupils and their families.

Monitoring, evaluation and review

A senior member of the school staff will be identified to lead on the implementation of the policy and act as the link person with the local authority.

An annual report will be made to the governing body, including statistics about:

- The number of reported concerns
- Monitoring information about the pupils involved
- Motivations for bullying
- Actions taken and outcomes

- Statistical information will be provided to the local authority as required.

The school will review the policy annually and assess its implementation and effectiveness.

Dissemination and Review

All staff members, governors and PTA committee members receive a copy of the anti - bullying policy. Training is regularly delivered to staff on the policy content. Copies of the anti - bullying policy are available from the school office on request from parents/carers.

Date of the next review: October 2019

School contacts

- Designated Safeguarding Lead (DSL):
Marcus Faulkner (01296 488331) – Primary School, Pre-school & Children’s Centre

- Deputy Designated Safeguarding Lead(s):
Emma Wixted (01296 488331) – Primary School
Sue Roberts (01296 488331) – Primary School
Shahara Taylor (01296 488331) – Pre-school

- Nominated Governor: Emma Gregory (01296 488331)

- Chair of Governors: Emma Gregory (01296 488331)

Contacts in County

- Education Safeguarding Advisory Service 01296 382912

- Education Safeguarding Advisor 01296 382732

- Local Authority Designated Officer (LADO): 01296 382070

- First Response Team (including Early Help)
08454 600 001

- Social Care, Out of Hours: 0800 999 7677

- Ofsted (Pre-school) Whistleblowing 0300 123 3155

- Thames Valley Police 101(999 in case of emergency)
- Local Safeguarding Children Board [Bucks LSCB](#)
- for procedures, policies and practice guidelines
- Family Information Service 0845 688 4944
- SchoolsWeb <https://schoolsweb.buckscc.gov.uk/> -school bulletin, Safeguarding links, A-Z guide to information and services
- Buckinghamshire Grid for Learning e-Safety [Bucks CC e-Safety](#)

1.3 Other contacts

- NSPCC 0800 800 5000
- Childline 0800 11 11
- Kidscape Bullying Helpline 0845 1205 204
- Female Genital Mutilation 08000283550
Email: fgmhelp@nspcc.org.uk
- Samaritans 0845 790 9090
- CEOP [CEOP](#)
(Child Exploitation and Online Protection)
- Foreign and Commonwealth Office 0207 008 0151
(Forced Marriages Section)
- Crimestoppers 0800 555 111
- Channel /Prevent/Protect 01494 421371
(Anti – Radicalisation)