

Binley Woods Primary School and Woodlands Pre-School



Policy for Anti-Bullying

Developed by: Mrs K Davidson

Date of review : June 2021

Review Date: June 2023

**Adopted by
Governing Body:**

Amendments	
Date	Detail
Nov 15	Records: Anti bullying check-ups kept in pupil files pg.4 Check-ups take place mid-term (after each half term holiday) pg. 5
Nov 16	Notes to staff at bottom of Anti Bullying Check-ups, Ref to Class Learning Forums pg 5
Nov 17	Addition of bullying behaviour within friendship groups and concern form to appendices
June 2021	

ANTI BULLYING POLICY

Introduction

This policy sets out our approaches to dealing with bullying at our school and is part of an overall school Behaviour Policy. This policy links with Equal Opportunities Policy, Equality Information and Accessibility Plan and E Safety Policy.

Bullying affects everyone, not just the bullies and the victims. It also affects those other children who watch, and less aggressive pupils can be drawn in by group pressure. Bullying is not an inevitable part of school life or a necessary part of growing up, and it rarely sorts itself out. It is clear that certain jokes, insults, intimidating/threatening behaviour, written abuse and violence are to be found in our society. No one person or group, whether staff or pupil, should have to accept this type of behaviour. Only when all issues of bullying are addressed, will a child best be able to benefit from the opportunities available at the school.

Principles

We believe that all forms of bullying are a challenge to our schools' commitment to equal opportunities and our principles of co-operation and respect between all our community.

At Binley Woods Primary School staff, parents and children work together to create a happy, caring, learning environment. Bullying, either verbal, physical or indirect will not be tolerated. It is everyone's responsibility to aim to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Research has shown time and time again that the extent of bullying in schools is greatly underestimated. Children are taught to recognise And not tolerate any forms of bullying.

Consequently, the governors have approved this policy.

Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people. School will also seek out bullying through termly surveys.

Guidelines

The following guidelines provide a framework for establishing the expectation of behaviour at Binley Woods Primary School. They set out clear expectations of behaviour of all parties and procedures to be followed when dealing with, and reviewing, both positive and negative behaviour. This policy runs alongside the Positive Behaviour Management Policy.

What is Bullying?

Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else leading to them having power over them.

Bullying behaviour can also occur within a group of friends when relationships are challenged, or when there is a struggle for position or attention within the group.

It involves the abuse of power, it is persistent and it is personal to the individual child.

Bullying is anything that is a form of emotional or psychological aggression which is painful to the victim.

Bullying can occur through several types of anti-social behaviour. It can be:-

- a) **PHYSICAL**
A child can be physically punched, kicked, hit, spat at, etc.
- b) **VERBAL**
Verbal abuse can take the form of name calling or teasing that causes distress. It may be directed towards gender, ethnic origin/race, verbal sexual intimidation, physical/social disability, homophobia or personality, etc. Verbal bullying may be undertaken on the internet through social networking sites or apps on mobile technology. It may also take place via mobile phones through social media, texting or emailing (cyber bullying).
- c) **EXCLUSION/ISOLATION**
A child can be bullied simply by being excluded from discussions/ activities, with those they believe to be friends.
- d) **DAMAGE TO PROPERTY OR THEFT**
Pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the pupil hands over property to them.

RESPONSE TO BULLYING CONCERNS

First steps - stop the abuse and resolve the incident

1. Remain calm - reacting emotionally may add to the bully's gratification and give the alleged bully control of the situation
2. Make it clear to the bully you strongly disapprove of their behaviour and that it is not accepted
3. Encourage the alleged bully to see the victim's point of view
4. Take any incident reported seriously
5. Take action as quickly as possible once all parties have been listened to
6. Think whether the action should be private or public
7. Reassure the victim that help/support will be given
8. Punish and educate the bully (without acting aggressively, as this will give the wrong message 'that it is all right to bully if you have the power')
9. Explain the punishment and why it is being given - be consistent
10. Try to 'get to the bottom' of the incident so that everyone feels that they have had a fair hearing and receive fair treatment

Method of Shared Concern

The method of shared concern aims to establish ground rules to help children get along better within school and is an approach that is used in our school when dealing with incidents involving groups. It involves:

1. A conversation with each individual involved including the bully/bullies to unravel the incident and seek a commitment that they will try to help the 'victim' in some way
2. A conversation with the bullied pupil offering support and reassurance that they will be helped and the bullying will be stopped
3. A conversation with the bully, helping him/her to understand more about how the 'victim' is feeling, to emphasise and understand that bullying will not be tolerated under any circumstances. The bully should be encouraged to consider ways he/she can apologise to the 'victim' e.g. verbal or written apology and to learn to get along with the 'victim' (not best friends, just tolerably). If

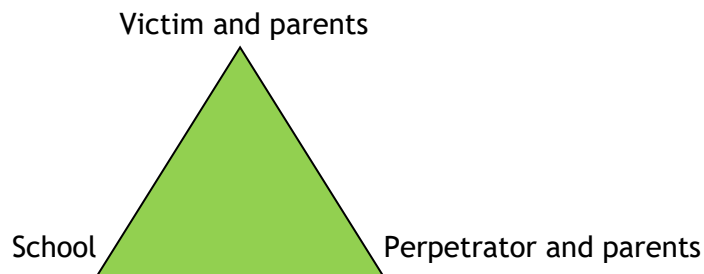
the victim is comfortable to do so, this may be undertaken through a Restorative Practice approach (see Positive Behaviour Management Policy Appendices)

4. Mediation activities if appropriate will take place if the victim wishes to and agrees
5. The Learning Mentor and / or Headteacher checks on the current situation after a defined period of time and has a meeting with all those involved to reach agreement and discuss long term strategies.

Involve others

1. All bullying concerns are recorded on bullying concerns forms which are kept in the Anti-bullying File and on the Safeguarding Board in the staff room, and a copy is always referred to the Learning Mentor for follow up according to the policy.
2. Inform the Headteacher, Senior Management Team
3. Inform other colleagues through morning briefings in order that they can be vigilant
4. Inform both sets of parents - clearly and concisely, explaining that bullying is totally unacceptable and that the school will do all it can to prevent it
5. In the case of friendships where there is evidence of bullying behaviour, school and parents will work together, to support the children to establish what behaviours need improving so that the children can co-exist happily both in and out of school.

In all cases we act as a team around the children.



Final steps

- Make sure that the incident does not live on through reminders
- Do not to hold a grudge against the bully: give him/her the chance to make a fresh start (don't assume the bully is bad through and through)

Keep records of bullying incidents, discussion and resolution

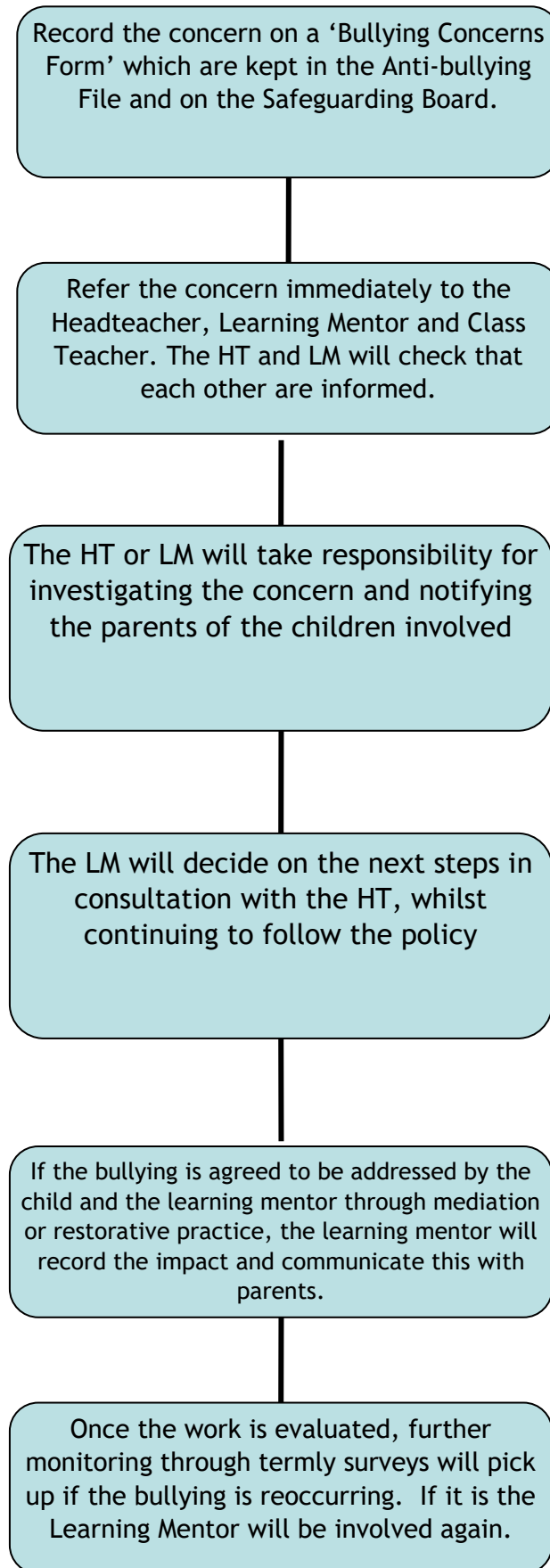
Anti-bullying File in Headteacher's office. Anti-bullying check-ups kept in pupil files.

STRATEGIES TO ADDRESS BULLYING CONCERNS

Anyone can report a concern about any bullying they feel is taking place by reporting to a member of staff. The member of staff will then follow the flow chart below:

PTO

Flow Chart of actions to take when bullying concern is shared



As part of our on-going work to address bullying and maintain the profile of our anti bullying practice, we will take part in the national 'Anti-Bullying Week' each November.

STRATEGIES TO IDENTIFY INCIDENTS OF BULLYING WHICH HAVE NOT BEEN REPORTED

In order to identify any incidents of bullying which have not been referred to staff:

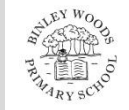
- Staff carry out an 'Anti Bullying check Up' (see Appendices) once a term to seek out any bullying we are not aware of and to identify (where bullying has taken place previously) if it has stopped.
- Any bullying recorded in the survey is referred to the Learning Mentor immediately and the Learning Mentor will follow it up with the child and inform their parents, discussing with them what our next steps will be to address the situation.
- If any reference is made to bullying taking place in before or after school clubs, or at Fun for Kids, school will notify these parties as well as the parents.
- The Learning Mentor will do a termly analysis of the survey and report to Senior Management Team. The HT will report termly to the Safeguarding Governor and the Board of Governors. Analysis will review number of incidents, number of incidents resolved and impact of intervention. The Learning Mentor will produce an annual case study for staff to refer to and for CPD.

Along with active addressing of bullying issues, staff will follow the following protocol:

- All staff watch for early signs of distress in pupils
- All staff listen, believe, act
- All staff use a firm but fair discipline structure. The rules are few, simple and easy to understand
- Organise the community in order to minimise opportunities for bullying, e.g. provide increased supervision at problem times
- Teachers will use Class Learning Forums to enable children to take a lead in addressing pupil behaviours which may lead to bullying when necessary
- Pupils are encouraged to discuss how they get on with other people and to form positive attitudes towards other people. This includes a review of what friendship really is and forms part of the P.S.H.E. programme and Class Learning Forums.
- All staff will make reference to anti-bullying through the annual Taking Care Curriculum, making links to "early warning signs"
- E-safety lessons will make reference to anti-bullying and how to keep safe on the internet and when using mobile technology
- All staff encourage pupils to treat everyone with respect
- Deal quickly, firmly and fairly with any complaints, involving parents where necessary

Compiled by: K. Davidson

Adopted by: Staff and Governing Body

 Binley Woods Primary School Concern Form Bullying Behaviour/Online Bullying Behaviour 		
Child's (Complainant) Name:	Date:	
Current Year group:	Person sharing concern:	
Date of incident or period of incidents:	Face to face (please tick)	Online (please tick)
Describe the incident or concern as factually as possible. Include who was involved, where it happened, exactly what happened, who knows about it etc.		
Any action taken up to now?		
Member of staff completing the concern form:	Who has this been referred to? Learning Mentor ☐ Online Safety Key Lead ☐ Other (please state who) ☐ _____	

Proposed action/next step following this concern:	
Evaluation of Action taken	
Action taken to address concern (to be completed by the person responsible) :	
Outcome:	Outcome - Child's view
Feedback to parents	
Face to face (please tick)	Phone call (please tick)
Filing Records File in Pupil File ☐ File in Anti-Bullying File ☐	Updating Logs Update Bullying incidents Log ☐ Update Online Safety Incidents Log ☐

Binley Woods Primary School

Anti Bullying Policy

Date e.g. October 2021*



Name

Class

**please amend as appropriate*

		Yes	No
1	I have been bullied at school since September*.		
2	I have been bullied at lunchtime or morning break.		
3	I have been bullied at an after-school club.		
4	I am still being bullied.		
5	I know someone at school who would listen to me if I was bullied.		
6	I know how to stop bullying happening to me.		
	If you want to say how you were bullied please write it below.		

Referred to Learning Mentor Yes / No Teacher to circle

Teacher's Action: Teachers undertake this task with pupils in their class. If it needs referring to the Learning Mentor (LM), the teacher takes a copy for the LM to act upon. The original check-up is filed by the teacher. Teachers review outcomes of any referrals with the LM and keep a list of all referrals made on analysis form.

Learning Mentor Action: Review all referrals with the children. Write on the photocopied form the outcomes of your work with the child. Return photocopied form to teacher and feedback. Then feedback to HT prior to the HT meeting with Safeguarding Governor.

 Mediation Action Plan				
Date of mediation action plan:	Children involved (Complainant (c))	Year Group:	Aim of mediation:	Review date:
Action	When	Who	Outcome	