



# Anti- Bullying Policy

*This policy should be read in conjunction with a collection of other policies that form Bryony School's overall safeguarding policy and procedures*

## **General Principals**

*Our School vision is to provide all children with the opportunities to reach their academic, creative and physical potential, in a stimulating, caring, safe and inclusive learning environment.*

At our small and friendly school, we believe that the promotion of good behaviour, good attendance and the development of self-respect and of respect for others are essential foundations for a positive and effective learning and teaching environment. We aim to ensure that from the very youngest to those on the threshold of secondary school are encouraged to care about one another, about their school environment and to value each other as individuals, paying particular regard to the protected characteristics set out in the 2010 Equalities Act. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

The school takes seriously its responsibilities to protect children from all forms of bullying, including cyber-bullying, whether this occurs inside or outside school. Bullying simply will not be tolerated at our school. The school has a climate of mutual support and praise for success, which makes bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour. If bullying does occur, all pupils are encouraged to inform a member of staff and be confident that incidents will be dealt with promptly and effectively.

This policy applies to the whole school including the Early Years Foundation and is written with regard to DfE guidance on "Preventing and tackling bullying (October 2014) and on Behaviour and Discipline in Schools (January 2016).

### **a) Definition of bullying**

Bullying can be defined as behaviour, repeated over time which intended to cause harm to another person or group either physically or emotionally. It may be motivated by prejudice against a particular group, for example on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because a person is adopted or a carer. Bullying may occur directly or through cyber-technology (social media, mobile phones, messaging, images and emails)

The mains types of bullying are:

- **Physical** – pushing; hitting; kicking; punching or other violent acts.

- **Emotional** – being unfriendly; ignoring or excluding someone; teasing; abusive remarks / threatening words or gestures, spreading rumors.
- **Racial** – racial taunts, graffiti, slogans or gestures.
- **Religious** – ridiculing people or making abusive comments because of their religion or faith.
- **Cultural** –discriminating against individuals on the basis of cultural differences.
- **Sexual** – unwanted physical contact, abusive comments relating to a person’s sexuality.
- **Homophobic** – bullying motivated by a prejudice against lesbian, gay, bi-sexual or transgender (LGBT) people.
- **Disability and SEN** – excluding someone from activities because of their disability or Special Educational Need, making unkind comments or calling someone names related to their disability.
- **Cyber**– using any electronic media such as e-mail, text messages, social networking sites or voice mail to send messages intended to make the recipient feel threatened or uncomfortable.

#### b) **Symptoms of bullying**

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 they notice the following:

- The child becoming withdrawn
- A deterioration in the child’s work
- Erratic attendance or spurious illness
- Persistently arriving late at school
- Feels ill in the morning
- General unhappiness or anxiety
- The child wanting to remain with adults
- Bed wetting
- Unexplained cuts, scratches, bruises
- Unexplained missing possessions.
- Sudden outbursts not in common with the child’s normal behavior
- Is bullying other children or siblings

This is a non-exhaustive list of possible signs and behaviours which may also indicate other problems, but bullying should be considered a possibility and should be investigated.

### **Roles and Responsibilities**

**Bryony School** will:

- Take all forms of bullying seriously and work hard to implement the school’s anti-bullying strategy.
- Ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- provide the opportunity for general and specific concerns about bullying to be raised at regular staff meetings and professional development days;
- Encourage a school culture against bullying behaviour;
- Help those who show bullying behaviour to understand its unacceptability
- Encourage all our pupils to tell a member of staff when they have a problem.
- Be vigilant for signs of bullying

- Always take reports of bullying seriously and investigate them thoroughly.
- Never ignore insulting, unkind or threatening remarks made by one pupil to another.
- Staff should not make premature assumptions.
- Listen to all accounts of the incidents fairly.
- Follow up to check bullying has not resumed.
- Ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead (DSL) where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, including cases of cyber-bullying. The school's safeguarding procedures will then be followed.
- Raise the awareness of the nature of bullying through inclusion in PSHE, class registration time, assemblies and subject areas, as appropriate. This will be taught in an age appropriate way. This might involve talking to pupils about issues of 'kindness', 'being nice to people', 'feelings' in the Early Years classes and for older children issues such as 'difference' and 'conflict resolution'
- Ensure pupils are supervised at playtimes and lunchtimes.
- Observe pupils' play patterns and relationships – note children who appear isolated or unhappy and inform the class teacher.
- Encourage children to be inclusive in their play.

### **The role of parents**

The school believes in working in partnership with pupils and parents. Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school. 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. When, after discussion, we confirm a child has been bullying we will contact the parents to discuss the issues. We will ask parents to:

- Talk to the child and explain that bullying is wrong and makes others unhappy
- Show the child how to join in with others without bullying
- Make an appointment to see the child's teacher as soon as possible, and explain the problem and discuss how the school and the parents together can stop the bullying
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.
- encourage their child not to retaliate physically or verbally;
- be aware that bullying sometimes takes place outside school. This can include bullying via electronic communication, such as mobile phones, social media, instant messaging services and chat rooms. (see E-Safety Policy)

### **Implementation**

When dealing with reports of bullying staff will:

- Take any report of bullying seriously, make it clear to the bully that his or her behaviour, which has caused distress to the victim, is unacceptable and must stop immediately;
- Where staff believe that bullying has occurred, these concerns must be passed on to the School Principal or Deputy Head Teacher and recorded in the behavior book.
- The School Principal or Deputy Head Teacher or a delegate in their absence on site will interview all concerned.

- Where there is reasonable cause to believe that a child is suffering or likely to suffer significant harm, ensure that a bullying incident is treated as a Child Protection concern and referred to the Designated Safeguarding Lead. (See Safeguarding and Child Protection Policy)
- Parents will be kept informed of the incident(s) and sanctions. The member of staff dealing with the incident(s) together with the School Principal or Deputy Head Teacher will discuss the matter with the parents of all pupils.

### **Supporting victims of bullying**

Pupils who have been victims of bullying will be supported by:

- Offering an immediate opportunity to discuss the experience with the Form Teacher or member of staff of their choice. by continued support by Form / Class teacher;
- By opening a supervised dialogue with the 'bully', if agreed by both parties and where appropriate.
- Restoring self-esteem and confidence.
- Developing an understanding that bullying is a symptom of low self-esteem on the part of the bully or bullies rather than the person being bullied.

### **Working with bullying behaviour**

Pupils who have shown bullying behaviour will be helped by:

- Being given the opportunity to discuss what happened
- Opening a supervised dialogue with the 'victim of bullying', if agreed by both parties and where appropriate
- Establishing the wrong doing and their need to change their behaviour
- Informing parents or guardians to help support a change of behaviour
- Being monitoring closely by a member of staff.

### **Sanctions**

Sanctions for bullying behaviour will be in line with the school's Behaviour Policy and approved by the School Principal or Deputy Head Teacher. Sanctions may apply dependent on the age of pupils involved and the severity of the incident(s) i.e.

- Child to write letter of apology
- Child to lose a specific amount of playtime(s)
- Placing the child on report
- Warning given in the presence of parents
- Fixed-term exclusion from school or permanent exclusion from school.

A follow-up meeting with the pupils will help find out whether the school's solution has been effective or not. The school will keep a record of all serious incidences and their sanctions. A template is at Annex A. This will be kept in the Behaviour Book.

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school including the EYFS.

This Anti-Bullying Policy should be read in conjunction with related policies such as the Behavior Policy, Safeguarding Child Protection Policy and E-Safety Policy.

<b>Reviewed</b>	<b>March 2018</b>
<b>Next Review</b>	<b>April 2019 (under review)</b>



## Annex A –BULLYING INCIDENT REPORT FORM

*Pupil to complete this part (where possible). Write on the back of this sheet if you need more space.*

**Child's Name:**

**Class:**

**Date:**

**What happened?**

**Who was involved?**

**Who saw what happened?**

**Has this happened before? Please explain.**

*Your teacher will write on this part.*

**Name of teacher**

**Date:**

**Investigation Details:**

**What will happen now?**

**Parent's comments**