



# Buckland Primary School



## Anti-Bullying Policy

<b>Governors' Responsible:</b>	<b>Full Governing Body (FGB)</b>
<b>Policy Originator:</b>	Rebecca Hutton, Peter De Leonardis & Lucy Wales
<b>Next Annual Review Due:</b>	November 2022

### Anti-bullying statement

Buckland Primary School believes that all bullying behaviour is unacceptable. This includes physical, verbal, relational and online bullying, whether at home, school or work. For children and young people, providing safe and happy places to learn is essential to achieving school improvement, raising achievement and attendance, promoting equality and diversity and ensuring the safety and well-being of the school community. Similarly, children receiving care away from their home for day or residential purposes need to feel safe and secure from bullying. Surrey County Council will support schools and establishments to take a preventative approach towards bullying, and to have policies and procedures in place to respond, where this does occur, in a prompt and firm manner.

### Introduction

At Buckland Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. Our Anti-Bullying Policy is in place to ensure that pupils learn in an environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. This policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. Only when all issues of bullying are addressed, will pupils be able to fully benefit from opportunities available at schools. Our Anti-Bullying Policy is firmly in line with the aims of our Behaviour Policy. It has also been created in line with Child Protection, SEND and Local Authority guidance.

### Aims

The aim of Buckland Primary is to provide a safe, caring, inclusive and happy environment where there is mutual respect, an emphasis on good manners and a shared understanding across the school community. All members of the school community are encouraged to develop into responsible citizens whilst promoting the emotional and mental wellbeing for all in our school community. The school also aims to enable effective communication of the Anti-Bullying Policy content to all stakeholders including pupils, parents and staff through a variety of methods:

- ✓ In school assemblies
- ✓ On the school website
- ✓ Through the school curriculum
- ✓ Paper copies of the policy displayed in the school foyer
- ✓ Shared at parent workshops and forums
- ✓ Behaviour expectations shared at parent evenings

As a school community we have developed an Anti-Bullying Charter which is displayed throughout the school.

Our Pupil Parliament and Friendship Ambassadors also developed a pupil friendly version to be displayed in school and shared with parents via the school website. Parents and carers will be encouraged to contribute by: taking part in written consultations through parent focus groups.



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Developing effective anti-bullying practice is essential because it promotes:

- ✓ Individual and collective wellbeing
- ✓ Increased educational attainment
- ✓ Good attendance
- ✓ Positive behaviours
- ✓ The school as a caring establishment
- ✓ A safe, secure and happy environment
- ✓ A consistent approach for all members of the school and wider community
- ✓ Early intervention to support a change in patterns of behaviour
- ✓ A coherent management strategy
- ✓ Active citizenship by increasing participation of pupils, staff, parent and carers.

## DEFINITIONS OF BULLYING

- **Bullying** is defined as behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- **Relational Bullying** refers to any bullying behaviour or abuse using psychological and emotional methods, but not necessarily including direct physical attacks.
- **Sexist/Transgender/Homophobic Bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Racist Bullying** 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.
- **Sexual Bullying** refers to any unwanted physical contact or sexist comments.
- **Online Bullying** is the use of Information and Communications Technology (ICT) particularly mobile phones and the internet deliberately to upset someone else.
- **SEND Bullying** is the deliberate bullying of any person because of a Special Educational Need or disability the victim may have.
- **Verbal Bullying** is when an individual uses verbal language (e.g. insults, teasing, etc.) repeatedly to gain power over his or her peers.

Buckland Primary School recognises that some groups of children may be more vulnerable to bullying at different stages throughout their school lives. Buckland Primary works hard to ensure that all children are protected from bullying by monitoring closely the children who fit these vulnerable groups, not limited to the following situations:

- Young Carers - Having caring responsibilities at home, e.g. a parents, sibling, elderly relative
- Belonging to an ethnic minority
- Belonging to a minority group
- Having a different sexual orientation
- Having a different cultural background
- Having a different religious belief
- Having a disability or perceived disability
- Not having English as your first language, or not having the national language as your first language
- Being a child in care
- Being scrupulously honest
- Being reasonable and with a strong sense of fair play
- Having a well-developed sense of guilt
- Having a child with special needs or who needs special care
- Suffering a bereavement/Suffering grief during the mourning phase following a bereavement



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- Having a great deal of locked-up anger resulting from bullying, harassment or domestic abuse
- Other groups shown in the Equality Policy.

## **Bullying can be:**

- **Relational** Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- **Verbal** Name-calling, sarcasm, spreading rumours, threats, making fun of someone
- **Physical** Pushing, kicking, hitting, punching, spitting, taking or hiding someone's things
- **Online** Sending offensive text or emails
- **Sexual** Unwanted physical contact, sexist comments (relational/physical)
- **Racist** Racial taunts, gestures, making fun of culture and religion (relational/ verbal)
- **Other/Combination** Any unfavourable or negative comments, gestures, or actions made to someone relating to their disability or special educational needs (can be linked to one or more types of bullying above)

## **Bullying is not:**

It is important to understand that bullying is not the odd occasional falling out with friends, name calling, arguments or when the occasional joke or trick is played on someone. It is bullying if it is done **Several Times On Purpose (STOP)**. We acknowledge that this may refer to repeated incidents of a different nature.

Children sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a children's development to learn how to deal with a friendship breakdown.

## **Where does bullying take place:**

Bullying can take place anywhere including to and from school. Potential 'Hot-Spots' where bullying may occur are monitored closely and are part of the school's contextual safeguarding. Schools are only legally responsible for bullying incidents which occur on school premises. However, we will endeavour to support families where bullying occurs outside of school (such as online) and offer coping strategies and if necessary involve the local Community Police Officer.

## **SIGNS AND SYMPTOMS OF BULLYING**

A child may indicate, by different signs of behaviour, that he or she is being bullied. Adults need to be aware of these signs and investigate further if a child:

- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night or has nightmares - informed by the child or parent
- Begins to underperform at school
- Has unexplained cuts or bruises
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Feels repeatedly ill in the morning or is anxious
- Becomes aggressive, disruptive or unreasonable.

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and taken seriously. This should be investigated as soon as possible.



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## Principles

Buckland Primary School uses the support that Surrey County Council makes available, through their Inclusion Officers within their locality teams. The Anti-Bullying Charter principles mean:

### For Buckland Primary pupils who experience bullying that:

- They are heard
- They know how to report bullying and get help
- They are confident in the school's ability to deal with the bullying
- Steps are taken to help them feel safe again
- They are helped to rebuild confidence and resilience
- They know how they can get support from others.

### For Buckland Primary pupils who engage in bullying behaviour:

- Sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused.
- They learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
- They learn how they can take steps to repair the harm they have caused.

### For Buckland Primary School:

- The whole school community is clear about the anti-bullying stance the school takes.
- Pupils, as well as staff and other members of the school are fully engaged in developing and reviewing anti-bullying work in the school and successes are celebrated.
- Occurrences are recorded.
- All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders.
- The school promotes a climate where bullying and violence are not tolerated and cannot flourish.
- Curriculum opportunities are used to address bullying.
- Peer support systems are in place to prevent and respond to bullying.
- The school has addressed site issues and promotes safe play areas.
- All staff model positive relationships and use Restorative Practice to support children and find resolutions.
- The school works in partnership with parents, other schools, and with Children's Services and local partners to promote safe communities.

### For Buckland Primary Parents & Families

- They are clear that the school does not tolerate bullying.
- They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn, and are clear about the complaints procedure.
- They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child.
- They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Independent advice on how to deal with bullying can be found at [www.bullying.co.uk](http://www.bullying.co.uk)



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## What can your child do if they are being bullied?

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone, including a bystander, who knows that bullying is happening, is expected to report the bullying incident at the earliest opportunity.

All children are taught to inform the school about bullying incidents. Any instances of bullying can be reported by a child, parent or trusted adult from the school community to the school through:

- TELLING a Buddy Mentor
- TELLING the class teacher
- TELLING a friend who can help you explain to an adult
- TELLING any member of staff or a trusted adult
- TELLING a member of Senior Leadership
- TELLING the Leadership team for Anti-Bullying: Mrs Hutton, Mr De Leonardis or Ms Wales

## Procedures In this school

Buckland Primary School aims to deal with all reported incidents of bullying promptly. Pupils will be encouraged to report/discuss any behaviour they are not happy with. In the first instance, teachers will try to deal with any incident in a supportive low key manner to avoid further distress. This may be:

- Face to face talks
- Taken as a theme in a class PSHE / RSHE discussion if the bullied child is more at ease with this
- Restorative practices to be employed to ensure an empathetic response.

Should further incidents occur, the following procedure will be used progressively to address the problem by a member of the Leadership Team:

1. Formal, noted talk with the pupils concerned (parents notified verbally to allow any queries to be raised).
2. Parents of the pupils involved asked to attend a formal meeting at school.
3. Formal involvement and possible exclusion of the perpetrator. Outside Agencies such as the Surrey Inclusion Team may be consulted in line with the Behaviour Policy. This may include involvement from the police where an incident of bullying is of sexual or other serious nature in line with our Child Protection Policy.
4. The bullying behaviour or threats of bullying will always be investigated and the bullying stopped quickly.
5. Victim/s of bullying will be supported.
6. Steps will be made to help the perpetrator/s change their behaviour and manage their feelings.

Desired outcomes of such action:

1. The bully / bullies will be asked to genuinely apologise. Additional consequences may take place in line with the school Behaviour Policy and Surrey Exclusions Policy.
2. If possible, the pupils will be reconciled through conflict resolution and Restorative Justice practices to empower any victim.
3. A Support plan may be put in place to monitor the victim and build up their confidence again.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
5. Interventions will be put in place for the child demonstrating bullying type behaviour where appropriate.



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- Parents of all parties involved will be informed of outcomes and discussion surrounding outcomes during a final formal meeting (*please refer to the school's Complaints Policy to see should a parent be unsatisfied with outcomes or promptness of response*).

## Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur. These include:

- Developing the PSHE curriculum using PSHE Association materials throughout the school to develop the five 'aspects': **self-awareness, managing feelings, motivation, empathy** and **social skills** as a basis for planning.
- Online Safety taught through the Computing and E-Safety curriculum
- Involving the whole school community in writing and reviewing the policy
- Circle time on bullying issues
- Assemblies (whole school and Key Stage) at targeted times during the year
- Raising awareness of Bullying for all stakeholders during initiatives such as Anti-Bullying Week and Safer Internet Day
- Raising awareness of Bullying through the school's website and Parent information workshops
- Publishing useful links on the school website focussing on anti-bullying and how to deal with bullying effectively
- Buddy system / peer mentors and peer mediation to support younger children
- Establishing online E-Safety Safety rules and ensuring they are displayed (Acceptable usage Policy)
- Information leaflets/ Digital Parenting magazine
- Friendship Ambassadors- a child led friendship team who meet half termly to discuss any friendship/bullying issues in school and ways to improve.
- Using drama activities and role play to help children become assertive in dealing with bullying situations
- Promotion of a positive playground ethos using traditional games as a proactive strategy to anti-bullying
- Everyone in the school community to model appropriate behaviour to each other
- Providing Anti-Bullying training for all staff on a regular basis including Restorative Approach Practice for staff
- The use of restorative practices across the school to ensure empathetic proactive approaches
- Active participation with outside agencies
- To ensure the allocation of an Anti-Bullying and Behaviour Governor role (Key Stage Link Governors and Safeguarding Link Governor)
- Consultation with the Local Authority and Outside Agencies in the pursuit of External Accreditation to validate successes.

## Recording and Reporting

Any suspected or confirmed cases of bullying within the school community will be reported to the Leadership Team. All incidents will be logged and dealt with in line with this policy and the policies linked to this policy (see *links to other policies*). Incidents of bullying are regularly reported to the Governing Body.

## Monitoring and Evaluation

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Senior Leadership Team (SLT) and Governors will monitor bullying alongside the regular monitoring of behaviour generally (linked to the Behaviour policy).



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## LINKS TO OTHER POLICIES

This policy should be read and followed in conjunction with the following policies: Curriculum, Behaviour, Child Protection, SEN, Equalities, Responding to Parental Concerns/Complaints and Health and Safety Policies.

**The Anti-Bullying Co-ordinators in our school are:** Mrs Hutton, Mr De Leonardis and Ms Wales.

Their responsibilities:

- Policy development reviewing alongside pupils, staff, Governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents in conjunction with other staff
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Co-ordinating strategies for preventing bullying behaviour.

**The nominated Governor with the responsibility for Anti-Bullying are:** KS1 Mr K Willsher, KS2 Mr S Davis, SEND and DP Mrs D Purchase and Safeguarding Mrs H Watson.