



ANTI BULLYING POLICY
December 2019

'Pupils have the right to come to school and focus on their studies, free from disruption and the fear of bullying,'
The White Paper, 2010.

Statement of Intent

At Broad Oak we are committed to providing a happy, secure, stimulating and safe environment for all of our pupils, as all pupils have the right to learn in a relaxed and secure atmosphere. Our core values are embedded across the whole school to provide a common language and shared understanding of our ambition to develop resilient, responsible and creative learners. To achieve our aim, **children must feel safe in school.**

Bullying, of any kind, is unacceptable at our school. If bullying does occur, all pupils should be able to tell an adult, with the belief that incidents will be dealt with promptly and effectively. We are a 'telling' school. This means that *anyone* who knows that bullying is happening is expected to tell a member of staff. Inappropriate remarks or comments made to insult a child for 'telling' are challenged as with the school's behaviour policy to ensure that all children know that the adults will support them to be heard.

Bullying consists of taking action, which is hurtful to other children; either physically or mentally. With respect to this issue, the following points should be noted:

• **The school will not tolerate bullying of any kind**

- Everyone connected with the school, in any capacity, will be tolerant of others, regardless of age, size, race, religion, interests, abilities or disabilities
- Anyone witnessing bullying should inform a member of staff at once
- Everyone connected with the school will be vigilant and will be ready to address any inappropriate behaviour involving children both inside or outside the school
- Quiet areas will be set aside in the playground for those children who do not wish to play games or run around at playtime or lunchtime
- Members of the staff will always be available to discuss with the children their worries or concerns. Children are supported to feel confident to do so with the use of the Five Finger strategy
- At Broad Oak the staff support the children to understand the difference between bullying, falling-out and simply 'not getting on'

What Is Bullying?

Bullying is the use of aggression/intimidation, with the intention of hurting another person repeatedly, over a period of time. Bullying results in pain and distress to the victim.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber all areas of internet, such as email & internet chat room misuse & mobile threats
misuse of associated technology , i.e. camera & video facilities
- **Any unfavourable** or negative comments, gestures or actions made to someone relating to their disability or special educational need.

Low-level disruption and/or the use of offensive language can also have a significant impact on the intended target/victim. If left unchallenged or dismissed, as 'banter', this behaviour can lead to reluctance to report other behaviour.

Attitude

Behaviour

Courage

Determination

Enthusiasm

Friendship

Resilience

At Broad Oak Primary School, **all** inappropriate behaviours, at all levels, are challenged and responded to appropriately, in accordance with the school's Behaviour Policy. Children are supported to make their own choices about behaviour via the 'Good to be Gold' behaviour system. All inappropriate behaviours are consistently met with the negative consequence of loss of weekly reward time. During this time, children are supported to engage in a reflection, whereby they can consider what happened, the mistakes they made, perhaps the reason for that choice and what they could do differently next time.

Inappropriate behaviours are recorded in a class behaviour book, which is monitored weekly by the Assistant Head teacher for behaviour. If a child is consistently losing all of their stars and the reason is for how they are treating others, the Assistant head teacher will investigate this as part of the weekly review. All inappropriate behaviour incidents resulting in a loss of star are recorded on the online system, IRIS. This means that any patterns in inappropriate behaviour for individual children can effectively be investigated immediately following a reported incident of bullying. Reported incidents of bullying will be taken seriously, investigated thoroughly and higher level consequences may be more appropriate.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported
- **Bullying will not be tolerated**

Signs and Symptoms

A child may indicate that he or she is being bullied with a change in behaviour. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on their normal mode of transport to school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- presents different learning habits (e.g. becomes disengaged with learning)
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

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Outcomes

- 1) All pupils involved have the right to be heard, and will have the opportunity to say what has happened. Pupils will be supported (see below, investigating a report of bullying) to share their experiences
- 2) The bully (bullies) will be supported to understand the impact of their inappropriate behaviour and will be given the opportunity to genuinely apologise and have their own ideas for 'making it right'
- 3) Consequences for the incident will be decided upon following a full investigation
- 4) In serious cases, the behaviour policy will be invoked and suspension/exclusion will be considered
- 5) If possible, the pupils will be reconciled
- 6) After the incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place
- 7) Reasonable adjustments are put in place to support both the victim and the perpetrator:
 - i) Support will be put in place for the *perpetrator*. As with the 'Six Principles of Nurture', "all behaviour is a form of communication" and the school has a duty of care to ensure that the perpetrator is supported to move forwards and not form a habit around inappropriate behaviours towards others.
 - ii) Ongoing support will be put in place for the *victim* around a clear pathway for communication, to ensure that they a) continue to use the Five Finger strategy and b) understand that the adults want to be there to support the child to feel safe (e.g. this may be a card that conveys they need a check-in with the Head teacher or the Assistant Head teacher for Behaviour)

Investigating the bullying

Once an adult has been made aware of a bullying incident, they should take the time to talk to the children involved in detail, and gain as much information as possible.

Step One- interview the victim

When the teacher finds out that bullying has happened he/she starts by talking to the victim about his/her feelings. The teacher should explain that they know that there has been inappropriate behaviour and would like to collect as much information about it as possible, so that the school can take action to keep the child safe. The child would be given the opportunity to speak in as much depth as they feel comfortable to do so, "you talk and I will listen."

Step two - convene a meeting with each of the people involved

The teacher arranges to meet with the each of pupils who have been involved. This may be individually or as a group. This will include some bystanders or colluders and the person who has initiated the bullying. The teacher will take witness statements from each pupil.

Step three – teacher to collate all the information acquired

Once the teacher has all the relevant information this should be shared with a member of SLT, primarily the Assistant Head teacher for Behaviour or the Head teacher /Deputy head teacher, to ensure there are appropriate consequences for inappropriate behaviours. All witness statements would be recorded on the school's online system, CPOMs and all students involved will be 'linked' in.

*****NB:** During the investigation process, additional steps may need to be taken to ensure that the victim feels safe at unstructured times during the day until Step four can happen. In particular, play times, lunch times and transition times must be carefully considered. The class teacher may invite the victim to choose a friend and take indoor play times until after Step four to six have occurred.

Step four - explain the problem

The teacher or a member of SLT should support all of the children involved to understand the way the victim is feeling. The adult should explain that at Broad Oak, **bullying is not accepted** and it is essential that as a team, we find a way to move forwards to make a positive change.

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Step five - share responsibility

The adult supports the children to reflect and understand the impact of their actions upon the victim. The adult helps the children to understand that they are responsible and can do something about it.

Step six - ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier, and reminded that every child has the right to be safe and secure in school. The adult provides positive responses and summarises the children's ideas for moving forwards. This may be recorded in a social story for some children (at a later date).

Step seven – monitor the children

The adult closes the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going and explains that they can check in with the adult at various stages if necessary.

Step seven - meet again

During a scheduled follow-up meeting, the adult discusses with each student, including the victim, how things have been going and whether the positive changes discussed have been actioned appropriately. This allows the teacher to monitor the bullying and keeps the young people involved in the process.

Prevention

Strategies are in place to make children aware of what bullying is and how victims may feel. Children are supported to feel confident to speak up if an issue arises and they are uncomfortable with it. Staff are vigilant for signs of bullying and always take reports of incidents seriously.

- Clear consequences for behaviour consistently embedded across the school. There are positive consequences for positive behaviours and negative consequences for inappropriate behaviours. The behaviour policy is clear and the weekly rewards and reflections support children to see that there are consequences for inappropriate behaviours, thus ensuring children believe there will be action taken if a child is upset
- PSHE work in anti-bullying week
- Reading stories about bullying or having them read to a class or assembly
- Regular discussions about bullying and why it matters
- A weekly assembly with the focus on Broad Oak's core values provide opportunities to discuss being a 'telling' school, the Five Finger strategy and having the courage to be an 'up-stander'

E-safety and bullying

Although the school does not allow pupils to access social networking sites in school, we will endeavour to educate our children in 'cyber-bullying' to ensure their safety outside of school. Any such incidents will not be tolerated by the school and will be dealt with appropriately, in line with this policy.

It is very rare that children would have their mobile phone in school. There may be occasions when a student in Year 6, who walks home independently, may have their phone to ensure parents can contact them on their journey to and from school. This would be agreed by prior arrangement, with the Deputy or Head teacher and the mobile phone would be delivered to the office upon arrival and locked away for safety until home time, when the child would visit the office again to collect it.

Bullying outside school premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in the local area.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Head teacher will consider whether it is appropriate to notify the Police. If the inappropriate behaviour is that of a high level and could be criminal or pose a serious threat to a member of the public, the police will always be informed.

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Sexual Harassment

Definition of Sexual Harassment

Unwanted conduct of a sexual nature, which would include:

- Sexual comments
- Sexual “jokes” or taunting
- Physical behaviour
- Online conduct

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviour. These behaviours should never be tolerated, passed off as ‘banter’ or part of growing up.

Sexual harassment is likely to: violate a child’s dignity, make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Any reports of Sexual Harassment at Broad Oak Primary School will be taken seriously, and the school will utilise appropriate sanctions, as outlined in the behaviour policy.

Screening, Searching and Confiscation

The Education Act 2011, allows staff to lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm,
- disrupt teaching,
- break school rules,
- commit an offence,
- cause personal injury, or
- damage property.

Monitoring

Class teachers have a responsibility to monitor incidents of bullying and the success, or otherwise, of action taken in response to bullying. This information must be fed back to the Assistant Head teacher for Behaviour who, along with senior management will be responsible for the overall monitoring of the strategies in place.

Role of parents

Parents who are concerned that their child might be bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school. Parents should speak to their child’s class teacher in the first instance, but can make an appointment to meet with a member of the Senior Leadership Team additionally. 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.

Complaints

If parents/carers are not satisfied with the response to any reports of bullying, they should contact the Head teacher or the Assistant Head teacher for behaviour. If they remain dissatisfied, they should follow the school’s complaints procedures.

Monitoring and review of policy

This policy is monitored on a daily basis, as the staff respond to the needs of the children. The Head teacher reports to the Governors about the effectiveness of the policy on request.

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