



BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



ANTI-BULLYING POLICY OCTOBER 2018

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Next Review Date: October 2020

Boreham Primary School

Anti-Bullying Policy

(To be read in conjunction with the Positive Behaviour Management Policy)

Introduction

It is a legal requirement, under Section 89 of the Schools and Inspections Act 2006, that all maintained schools must have in place measures to prevent all forms of bullying among pupils, and that these should be part of the school's behaviour and Anti-Bullying policies. The Department for Education guidance for schools entitled *Don't Suffer in Silence and Bullying - A Charter for Action*, has been followed by *Preventing and Tackling Bullying - Advice for school leaders, staff and governing bodies (2011)*. This policy reflects this guidance and the principles enshrined therein.

DFE guidance defines bullying as: "behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally". The guidance goes on to say that, "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". Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or excluded from social interaction).

Aims and Objectives

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. Bullying is anti-social behaviour and affects everyone. Bullying is wrong and damages children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is properly understood and regarded as wholly unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

At Boreham Primary School the children define bullying and friendship as part of our 'Buddy' work. Children in our school are taught that bullying and friendship issues are different. We understand that friendship issues are the most common concern for

children in our school and use a variety of means to support this. These issues are fully explored in our 'Safe School Policy'.

The role of the Teacher and Support Staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Our Pastoral Care & Welfare Officer is also designated to work with children in a variety of ways to support children who have been bullied or are being bullied. (Therapeutic activities are undertaken with individuals and/or groups to pre-empt any escalation of friendship/relationship difficulties.)

If teachers witness an act of bullying, they will refer it to a member of the senior leadership team who may in turn report the matter immediately to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the headteacher informs the child's parents or carers.

The headteacher maintains a behaviour and anti-bullying log in which a record of all incidents of inappropriate behaviour and bullying that occur both in and out of class are recorded and reviewed regularly. We also record incidents that occur near the school, or on the children's journey between school and home.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve fully investigating the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform, the special needs co-ordinator (SENCO). We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as social services or the behaviour support team.

All members of staff are told the school's systems for managing behaviour on induction and support from senior leaders is provided whenever requested, either in dealing with issues or in giving advice.

Teachers and other members of staff are particularly aware of the recent increasing opportunities for 'cyber bullying' through text messaging on mobile phones, or on social networking sites on the Internet. The school takes steps to make parents and carers aware of the dangers of unsupervised use of mobiles phones or the Internet, and to educate pupils about the proper use of modern technologies.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand and empathise with the feelings of bullied

children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time and our Friday star assembly is used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere. The school's values, class charters, wall displays and posters, top buddies, play leaders and whole school motto, '*hurt feelings, hurt bodies, tell a grown up*' supports a positive, respectful and inclusive school ethos.

Boreham Primary School annually participates in the national Anti-Bullying week held in November.

The Role of the Headteacher

It is the responsibility of the headteacher to implement the school anti-bullying policies and related strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the behaviour and anti-bullying policies, on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments - largely through buddy assemblies or by meeting with specific classes/groups of children. For example, if an incident occurs, the headteacher may decide to use an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, thereby making 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.

The Role of Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all

cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The Role of Parents and Carers

Parents and carers 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. If they are not satisfied with the outcome of this, they should contact the headteacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure.

Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in annual headteacher pupil surveys and through the School Council.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with their class teacher, welfare support worker or member of staff of their choice
- reassuring the pupil
- offering continuous support
- activities aiming to restore self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what happened
- discovering why the pupil became involved
- helping to identify the reason behind the bullying and supporting the child in acknowledging this
- establishing the wrong doing and need to change
- informing parents or guardians to help change the attitude of the pupil.

The following disciplinary steps can be taken:

- official warnings to cease offending (Prepastoral care plan will be written and discussed and agreed with parents)

- separation of children concerned for a cool down period
- exclusion from certain areas of school premises
- re-integration of children concerned through support of SLT or Pastoral Care and Welfare Officer
- time out with parent to allow 'cool down' and/or thinking time
- Fixed-term exclusion
- Permanent exclusion.

Monitoring and Review

This policy is monitored regularly by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness as part of the annual governor safeguarding monitoring. They do this by examining the school's behaviour/anti-bullying logs, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of involvement of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs, having regard to the Equality Act 2010.

This policy will be reviewed every two years or sooner if necessary.

Procedures and Strategies at Boreham Primary School

Step 1

Should a pattern of behaviour continue or the matter be very significant then a discussion with the child's parent and the Headteacher will take place, both with the parents or carers of the child who has been bullied, and with those of the child who has bullied. This discussion will be to support both parties and careful consideration should be given to the possible consequences of these discussions.

Step 2

If it is impossible to resolve these issues then a written warning will be sent by mail to the parent of the child that has been bullying.

Parents and staff would support a pre pastoral care plan which would identify support and key objectives for the child understanding that a short term or long term exclusion may be the result of no change in behaviours.

Step 3

If this behaviour continues then the pre pastoral care plan will be reviewed and this may result in temporary exclusion. (External agencies such as; Education Welfare, Behaviour Support, Family Solutions would have been involved)

Step 4

If, with the support of all agencies, we are unable to support the bully in the school environment then permanent exclusion will be the last course of action.

Bullying

Helping people who have been bullied

Any form of bullying is not to be tolerated and should be reported to the Headteacher or Deputy Headteacher. They will work with all parties to resolve the issue using the techniques described below.

It is important, in the first instance, to believe the recipient's perception of what happened and to assure them that they have acted correctly in coming to you.

Procedures in dealing with disruptive behaviours at Boreham School

Bullying of any form is intolerable. We **MUST** be clear that bullying is not falling out with a friend or a one off incident such as name calling.

Bullying takes place repeatedly over a period of time

Bullying is deliberate e.g. there is an intention to do harm

Bullying involves an imbalance of power e.g. a group of children onto one child or a bigger child onto a smaller child

Bullying is not always physical, it can be verbal or emotional e.g. constantly being ignored or left out

Actively listen to them (stop what you are doing, look at them, respond by nodding making supportive sounds).

Ask them to tell you what happened by asking neutral questions such as:

'Tell me what happened'

'Who was involved?'

'When and where did this happen?'

'What did you say or do at the time?'

'How often has this happened, or is this the first time?'

'Was there anyone who saw or heard this?'

'Have you spoken to anyone else about this incident/these incidents?'

'How have you been affected by this bullying or harassment?'

It is not helpful to anyone if you conduct an interrogation, or if you make comments, or ask questions that make them feel that in some way they were responsible for the behaviour, or that their complaint is trivial or time wasting. In other words, do not convey the impression that the recipient should feel guilty about being bullied and needing to seek help.

People who have been bullied need help to build up their self-esteem and confidence.

Helping bullies : some guidelines

Raising Awareness is more effective

A non-judgemental approach to collecting information in relation to incidents of bullying

Punitive treatment towards the bully/harasser may well reinforce their view that when they get big/powerful enough they will be able to use bullying tactics again. Education and raising awareness is more effective and consistent.

Most bullies are happy enough to talk about what has happened so long as they think you are being reasonable and empathising.

When dealing with the bully diffuse the situation; do not exacerbate it by being angry, sarcastic or indignant.

The goal is to try and get the person who is using bullying behaviour to feel concern for the recipient.

Try to communicate with the perpetrator on equal terms rather than from a hierarchical position.

Accept the bully's account initially to keep them talking.

When challenging a bully about their behaviour and working towards a resolution try the following statements/questions:

'I would like to talk to you because I've heard that Robin has been having a rather bad time' or 'I need your help, Robin has been rather upset recently'. What do you know about all this?' or 'What have you seen?' After you have made the first couple of statements, remain silent and wait for the perpetrator to respond. (This may seem to take forever, but wherever possible don't rescue them by talking to ease the tension.)

While the bully tells you their side of the incident, do not interrupt but encourage them with nods, phrases such as: 'Oh, Really', 'That's interesting', 'Mm', etc.

When you detect in the bully, a note of concern for the recipient, stop the conversation. Reinforce the notion that you both agree that something is wrong with Robin.

Elicit constructive solutions - 'What shall we do about it?'

Accept the bully's suggestions, if reasonable, then tell them that you will meet again in a few days to discuss how things have gone. Arrange a time/date/place to meet.

Aim to bring bully and recipient together for a constructive talk. This may take some time to achieve and is not always advisable.

As a buddy system and lunchtime buddy mentoring system are operating in this school, the presence of 'Top buddies' or a 'Buddy Mentor' may help.

The bully may be able to offer useful suggestions for improving the situation

Advice to the recipient may include the following

What can a recipient do?

Hurt feelings, hurt body, tell a grown up.

Boreham Primary School's special rule

Tell someone - a teacher, friend, parent, neighbour, grandparent.

If that does not work - Tell another grown up

Walk away - do not fight.

Ask the bully to stop.

Ignore what the bully is saying, doing or gesturing.

'What children need is 'A good listening to'

Eve Bearne, 2002 from Enabling Pupil Participation