

# Breckon Hill Primary School

## Anti-Bullying Policy



Last updated:

	Term	Year
Policy Adopted	Spring	2024
Last Review	Spring	2026
Next Review Date	Spring	2027
Lead	Mrs J Smith	

**Breckon Hill Primary School works hard to be a school whereby everyone belongs.**

**Our starting point is the belief that:**

Every child has the right to feel safe at school  
Every child has the right to feel valued and respected  
Every child has the right to learn in an orderly environment  
Every child has the right to be heard

We expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe. We also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well. The school is aware of its legal obligations, including the Equalities Act 2010.

We are aware of our role within the local community supporting parents/carers and working with other agencies outside the school where appropriate.

The purpose of this policy is to ensure all Staff in school apply and develop a consistent approach to the response, monitoring and evaluation of bullying incidents in school.

Definitions of Bullying Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally' Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011) 'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace' [www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/abadeinition-bullying](http://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/what-bullying/abadeinition-bullying)

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

Behaviour often associated with bullying is Baiting. Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble. Banter The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter:

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.

Malicious Banter- Done to humiliate a person-often in public Bullying can be, but not limited to:

- Emotional: Derogatory name calling of an insulting and/or personal nature. Demanding money, material goods or favours by means of threat or force.
- Physical: Pushing, kicking, hitting, punching or any use of violence because of some perceived physical, economic, sexual, intellectual, cultural or racial difference.
- Racist: racial taunts, graffiti, gestures
- Sexual: Unwanted physical contact, sexual harassment or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality. Homophobic, biphobic and transphobic (HBT) bullying is unacceptable
- Verbal: name-calling, sarcasm, spreading rumours, teasing, abuse and threats. Ridiculing an individual.
- Cyber: All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

Our school will not tolerate bullying and follows three main principles when addressing bullying behaviour:

- we make sure that the person being bullied is safe
- we work to stop the bullying happening again
- we provide support to the person being bullied.

Measures are in place to reduce the likelihood of bullying.

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. We adopt a problem-solving approach to all incidents of bullying. We never ignore suspected bullying and do not make premature assumptions. We listen carefully to all accounts and consider all views.

### **The role of the Local Governing Body**

The Local Governing Body supports the Head Teacher in all attempts to eliminate bullying from our school. The Local 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 Local Governing Body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The Local Governing Body requires the Head Teacher to keep accurate records of all incidents of bullying, and to report to the Local Governing Body 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 the Local Governing Body to look into the matter.

The Local Governing Body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Local Governing Body notifies the Head Teacher, and asks them to investigate the case, and to report back to a representative of the Local Governing Body.

### **The role of the Head Teacher**

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, 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 Head Teacher reports to the Local Governing Body about the effectiveness of the anti-bullying policy on request. The Head Teacher ensures that all

children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished. The Head Teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher along with all staff sets the school climate of mutual support, respect and praise for success, so 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 Head Teacher will liaise directly with the parents of all children involved in any form of bullying activity by inviting 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 Head Teacher may contact external support agencies, such as social care.

### **The role of the teacher and support staff**

All members of staff routinely attend training, which equips them to identify bullying and must follow school policy and procedures with regard to behaviour management and response to bullying (See Behaviour Policy). Three key principles underpin our response to bullying behaviour:

1. To make sure the child being bullied feels safe
2. To challenge the bullying behaviour
3. To provide support including contacting parents and other agencies

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. If teachers witness an act of bullying or an act of bullying is brought to their attention, they should take it seriously and begin an initial investigation it themselves. The incident should be logged on CPOMS and referred to a member of the Senior Leadership Team. Teachers and support staff will do all they can to support the child who is being bullied and where it is ascertained that a child is being bullied, then, after consultation with a member of the SLT, inform the parents or carers of all children involved.

Follow up action may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has been responsible for the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

### **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 their perceptions of behaviour and bullying, in the annual pupil questionnaire.

For pupils who experience bullying it is important 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 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. Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.

Sessions in PSHE within the formal curriculum help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. An annual 'Anti-bullying Week' is held to further raise awareness. Internet safety is an important part of our Computing Curriculum, as is raising parent's awareness of how they can keep their child safe online.

### **Bullying: recording and monitoring incidents**

All incidents of bullying are recorded separately. A brief account is shared with all relevant staff. Staff will record on CPOMS all incidents of bullying, that occur both in and out of class. We may record incidents that occur near the school, or on the children's way between school and home and incidents of cyber-bullying.

### **The Role of Parents**

It may be parents who report bullying incidents to school. Pupils and parents are more likely to report their concerns if they have confidence that prompt action will be taken, and if they are kept up to date with progress.

### **Monitoring and review**

This policy is monitored by the Head Teacher, who reports to the Local Governing Body and they review its effectiveness.