

Britannia Primary School and Nursery



Anti-Bullying Policy

‘Developing responsible citizens, confident individuals, and independent learners’

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<i>Committee</i>	Full Governing Body
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Definition of a Parent

- **All biological parents, whether they are married or not.**
- **any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative**
- **any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person.**

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils and adults so they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils and adults should be able to know the appropriate steps to take within school and know 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 the staff. We communicate formally with all parents and carers annually, as part of school improvement work, and parental views on how well the school deals with incidents of bullying are sought at this point. Pupils themselves through the School Council are also asked on an annual basis in a formal way what they think they should do if they are being bullied. Teachers, Teaching Assistants and Play Leaders also regularly ask pupils about their welfare whilst out on the playground to ensure that the school adopts a culture in which the impact of their behaviour on other pupils, both positive and negative, is always in focus.

Definition

Bullying can include any sort of physical or mental intimidation of another group or individual which causes perceived or intended hurt, pain, humiliation or degradation. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assaults on persons and/or their property. It is usually related to power or control and involves a person or group making a weaker or vulnerable person unhappy by a series of unpleasant activities. Possible links to bullying and a decline in mental health and well-being have been identified over the past few years hence school is very keen to maintain a sharp focus upon what bullying can involve, how to eliminate it and to explain to parents and pupils alike the difference between behaviours which would genuinely constitute bullying and those which would not.

All forms of bullying are taken seriously and we are particularly concerned to take action in relation to racist (see separate policy), homophobic or disability-related elements.

At Britannia Primary School, we focus upon providing our pupils with a clear understanding of the distinction between normal peer conflict and the more serious set of behaviours which constitute bullying. This provision is through work undertaken in the RSHE curriculum and through a regular referral to positive and negative behaviour both in class and in assemblies. Examples of behaviours which typify these two categories are as follows:-

Normal Peer Conflict or Bullying?	
<u>Normal Peer Conflict</u>	<u>Bullying</u>
Equal power or friends	Imbalance of power – not friends
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Generally not serious	Serious with threat of physical or emotional harm
Not seeking power or attention	Seeking power, control of material things
Generally not trying to get something	May attempt to get material things or power
Remorse – will take responsibility	No remorse – may blame the victim

Aims

1. To provide a clear definition of bullying to all pupils, staff and parents/carers and to provide an understanding of the many forms bullying can take.
2. To ensure that all children are able to be healthy, stay safe, succeed and achieve well.
3. To create an ethos that encourages disclosure and discussion of bullying behaviour.
4. To clearly identify the strategies and procedures available to all parties for reporting and dealing with incidents of bullying behaviour.
5. To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour.
6. To deal promptly and effectively with all reported incidents of bullying referring to the appropriate adult.
7. To raise awareness of bullying as a form of unacceptable behaviour with all involved in school life.

Objectives

1. To implement a consistent approach to dealing with bullying incidents.
2. To ensure that during 'high risk' times of the school day such as break times and lunchtimes adult supervision of pupils provides extra vigilance for pupils against bullying behaviour taking place.
3. To be proactive in the prevention of bullying.
4. To make pupils, parents/carers and staff aware of what steps to take when a bullying incident has occurred.
5. To demonstrate to bullies that their behaviour is unacceptable and reassure victims that action will be taken to keep them safe.
6. To address with the bullies their problematic behaviour in a fair and non-oppressive manner, and to provide them with the support to enable them to change.

Definition of Prejudiced-related Bullying

A prejudice-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to characteristics of age, disability, faith, gender identity, race, sex or sexual orientation. Bullying is deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. Bullying may or may not be because of one of the characteristics mentioned above.

Victims

A victim is a person who perceives that they have suffered as a result of an action or negative attitudes of someone else or of people in general.

Perpetrators

A perpetrator is a person who has committed an offence or crime (with evidence) against another person or group.

Hate Crimes

A hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by hostility or prejudice based on the protected characteristics of the Equality Act (those listed above). Although this sort of crime is collectively known as 'Hate Crime', the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can include name-calling, physical abuse or damage to property. Just because an incident is alleged or perceived to be prejudiced does not mean that it necessarily is. But it does mean that it must be investigated thoroughly. The offender's intentions are an important consideration, but at the stage of initial investigating, the offender's attitudes, motivation and awareness are not the main issue. We would always attempt to advise the police of any criminal activity of which we are aware, including those which may be perceived as prejudice-related incidents that are classified as crimes.

Parental Involvement

We recognise the important part parents/carers play in supporting their children and promoting change. School welcomes active involvement of parents (of both victim and bully) in bringing a problem under control. Parents/carers will be kept informed about any concerns the school has about their children in relation to bullying. It is the school's policy to inform the parents and carers of both the 'victim' and the 'perpetrator' in incidents of proven bullying.

Definitions of different types of bullying in Primary Schools

Homophobic bullying

A homophobic incident is motivated by prejudice against pupils or adults who may be different in some way from a prevailing stereotype of how a boy or girl should look or behave, who may have declared their own sexual orientation to others.

Disability-based bullying

Disability based bullying can be motivated by prejudice against pupils or adults who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Racist bullying

Racist bullying refers to a range of hurtful behaviour both physical and psychological, which makes a person feel unwelcomed, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status'.

Strategies for dealing with bullying

At all times it needs to be stressed that it is the bullying behaviour that is unacceptable and not the person themselves.

Pupils are taught specifically through the RSHE curriculum and school assemblies the values and principles of tolerance and the rights of the individual.

At the heart of this policy is a desire to ensure that in every instance in which bullying is alleged to take place, the perpetrator of the bullying behaviour is given the opportunity to develop an understanding of the impact of their behaviour upon their victim and to develop an empathy with them. The school recognizes that there is usually a reason for a child choosing 'bullying' behaviour to use towards another and the school is missing a golden opportunity to change that pupils' behaviour permanently if it does not seek at all costs to discover and understand what lies beneath the behaviour. In many circumstances, it is recognized that a young person who uses 'bullying' behaviours may herself have been bullied, or is currently being bullied, perhaps in the home setting or occasionally at school.

Amongst the ways in which school staff attempt to ensure the bully has an understanding of the impact of their behaviour upon their victim are the following:

- Nominated pastoral support staff work with both victims and perpetrators of bullying behaviour within school in a variety of multi-skill dimensions in order to develop empathy with the victim of the behaviour
- School seeks to engage active support from home to ensure that parents and carers are fully aware and in support of the work which the school is undertaking and can complement and underline the same messages within the school setting
- In exceptional circumstances in which school believes that the individual pupil may not have the conceptual understanding to appreciate the impact of their behaviour, the support of outside support agencies such as Behaviour Support Services may be called upon in order to provide expertise and guidance which may be beyond the normal skill set of school-based staff
- Work derived from RSHE schemes, behaviour remedying scheme resources such as the 'How Do I Feel' series and other such material is employed by adults working alongside pupils to ensure that they have the best opportunity to grasp an understanding of the impact of their behaviour upon those with whom they engage.
- Friendship Monitors help to look out for pupils out on the playground at breaktimes and lunchtimes who may be being bullied or treated badly by others and they are trained on what to do in these circumstances in order to bring about a safer and friendlier environment for the individual child.

The following are a list of actions available to staff depending on the perceived seriousness of the situation:-

- Never ignore suspected bullying. Should staff be concerned, at the earliest opportunity a discussion needs to be held with the pupils involved to discover the nature of the problem.
- If bullying is identified, listen carefully to all accounts and advise a senior member of staff. A decision can then be made as to whether the 'next steps' will be carried out by the class teacher, the Phase Leader or a member of SLT.
- Parents or guardians of victims and bullies will be informed by a member of staff earlier rather than later of incidents so that they are given the opportunity to discuss the matter. They are then in a position to help and support their children before a crisis occurs. If bullying is of a racial nature, parents of both the 'perpetrator' and the 'bully' will be contacted as a matter of urgency by the Principal.

- During discussions with the bully and victim, school staff will share the details of the incident and ask them to be truthful about the situation. A problem-solving approach will be adopted, trying to ascertain what can now be done to make the situation better. School will attempt to ensure the bully gains an understanding of his or her impact upon the victim in order to ensure a deeper and longer lasting guarantee that the bullying behaviour will cease.
- Sanctions for the bully may include withdrawal from favoured activities, loss of playtimes, in-house or out-of-school exclusions from lunch times, Golden Time, competitive sporting events or lesson times (depending on the severity of the incident). These are to be re-instated as the behaviour of the child improves. This will rebuild the child's self-esteem, which may have been damaged after being caught bullying, or could have been low anyway, hence the bullying incident.
- The Class Teacher or Vice Principal needs to continue monitoring the situation and have regular discussions with the victim to ensure that there is no repetition.
- A single strategy may not be enough, and a combination may be better

Prejudice Related Behaviours

Verbal (Name-Calling, Taunting, Mocking)

This covers name-calling, insults, threats and prejudice-related 'jokes' and incitement of others to behave in a prejudiced way. It also includes ridicule of a person's appearance, speech, background, religion, culture, the regular use, consciously or unconsciously of offensive and discriminatory language. An example of this would be the 'casual' use of homophobic language such as use of the word 'gay' to mean stupid. Staff should challenge the derogatory use of the word 'gay' in this way.

Written

This includes offensive writing, drawings, emails and text messages as well as items posted on the web, including social networking sites.

Graffiti

This includes offensive writing and drawings in public places such as walls, desks and toilets.

Physical

This includes a range of violent actions involving hitting, kicking, and the use of weapons, pushing, shoving or tripping someone.

Intimidation/coercion

This includes making fun of children and adults, offensive gestures, mimicry, intimidating body language and obstruction, for example when entering a school classroom or within the school environment, as well as making someone do or say something against their will.

Extortion

Extortion specifically relates to forcing someone to give up something they own, or have in their custody, such as money, personal possessions or school property.

Taking of or damage to possessions

This includes deliberately damaging or breaking a person's property, spoiling or destroying a piece of work, hiding a pupil's bag, pens, shoes and other personal property or the school's property that is in the possession of or being used by the victim.

Deliberately excluding

This includes a refusal to sit next to or work with another child, for example, in working groups, lunchtime queues, and playground activities.

Incitement

This includes spreading rumours, encouraging others to participate, wearing of specific badges or T-shirts, carrying slogans, bringing discriminatory literature into school or attempting to recruit others to organisations and groups that promote any form of prejudice.

Spreading rumours

The spreading of rumours and/or malicious gossip, particularly with the intention of causing hurt to those named in the rumours.

Cyber (email, internet, text)

Cyber bullying is the use of Information Communications Technology (ICT), particularly mobile phones and social media, deliberately to upset someone else. As such, technology is often the vehicle for the bullying, and therefore spreading rumours, for example, may be done via the internet.

Peer on Peer Bullying

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned or
- The perpetrator has repeatedly tried to harm one or more other children or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Risks

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. School staff should be aware of the potential

uses of information technology for bullying and abusive behaviour between young people and should be aware of the added vulnerability of children and young people who have been the victims of violent crime including the risk that they may respond to this by abusing younger or weaker children.

The alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Evidence suggests that such children may have suffered considerable disruption in their lives, may have witnessed or been subjected to physical or sexual abuse, may have problems in their educational development and may have committed other offences. They may therefore be suffering, or at risk of suffering significant harm and in need of protection. Any long-term plan to reduce the risk posed by the alleged perpetrator must address their needs

Staff members who feel that a young person has abused another child or young person should notify the school's DSL immediately. The school will need to consider what action is necessary to ensure the immediate safety of the identified victim and what further enquiries are necessary to assess any further risk.

It is critical to ensure that the victim's views have been heard and that s/he feels safe.

If the referral triggers outside agency interventions and the concerns are found to be warranted, then action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. If the alleged perpetrator is over the age of 10, consideration should also be given to whether action under the criminal justice system would be appropriate. The alleged perpetrator is likely to pose a continuing risk to others unless the opportunity for further abuse is ended and the young person and their family have agreed to work with relevant agencies to address the problem.

If assessments by outside agencies conclude that the alleged perpetrator poses a continuing risk to others, then as part of the plan for the management of this child, consideration will need to be given to:

- Persons who have responsibility for the welfare of any child who has been identified as currently being at risk from the perpetrator.
- Persons who have responsibility for the welfare of the perpetrator.

Intervention techniques

- Circle time activities/ role play can be used within the classroom where children are encouraged to identify how they would feel if they were isolated themselves. Smaller circle times could also be carried out including the children involved.
- Strategies can also be discussed through RSHE time and through the School Council to include assertiveness training. The School Council are frequently asked to monitor and feedback upon classmates' attitudes to bullying and how safe pupils feel at school to ensure that any incidents of bullying do not go unnoticed and unaddressed.
- Midday staff will be kept informed of any high-profile cases of bullying to ensure that all members of the school community are vigilant in preventing any cases of such behaviour in school.
- Supervision of areas at break and lunchtime will be prioritized if it appears certain parts of the outside area have shown an increase in incidents of bullying.
- Discussions of bullying incidents at regular meetings such as phase meetings where individual pupil needs may appropriately be discussed.
- The School Council will seek feedback from classmates about any perceived concerns which will then be fed back at both class teacher and Senior Leadership Team level if appropriate.