



Anti-bullying Policy

'Inspiring our pupils to become their own Superheroes

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Next review date	April 2027

Black Firs Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment. Attainment and progress are valued alongside personal and social development. Pupils at Black Firs are confident, independent learners who are not afraid to ask questions of themselves and others. Black Firs Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning, who are intrinsically motivated and who leave our school confident in their abilities and eager to continue their education.

This policy is based on DfE guidance "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", July 2017: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444862/Preventing_and_tackling_bullying_advice.pdf

1) Objectives of this policy

Our three aims are:

- Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

This policy outlines what Black Firs Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2)Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis through CPOMS (online monitoring system) and other communications.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns of bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support relevant organisations when appropriate.

3) Definition of Bullying

The Department for Education (DfE) defines bullying as *'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group by either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and videos) and is often motivated by prejudice against particular groups (...). It might be motivated by actual differences between children, or perceived differences.'*

Black Firs Primary School defines bullying as any behaviour which continues over time after a child knows and understands that what he/she is doing is hurting or upsetting another child. The children are taught

STOP- Several Times On Purpose STOP- Start Telling Other People.

4) Bullying Behaviours

- Bullying can include name-calling, teasing, threatening, jostling, punching, intimidation, extortion, damage to property and physical assault.

- Bullying can reference a number of characteristics such as appearance, gender, disability or SEND, age, race, religion and culture, and sexuality. (e.g. homophobia, biphobia and transphobia). Cyber bullying can include all forms of social media such as online games, instant message platforms, texting and email. We do not tolerate bullying in any form.
- Discrimination is the unjust or prejudicial treatment of different categories of people, based on characteristics such as ethnicity, gender, sexual orientation, age, disability or religion.
- Discrimination includes bullying motivated by racism, sexism, HBT (homophobia, biphobia and transphobia), religious discrimination and disablist discrimination. Staff, children, parents and governors are expected to challenge any discriminatory behaviour.
- Children who are not aggressive by nature may be drawn into the taunting and tormenting of other children by group pressure.
- The victim of bullying can feel fear, isolation, loneliness, insecurity, anxiety and lack of self-esteem. It is important, therefore, that children are confronted and told that their behaviour is hurting another child. STOP – Start Telling Other People. Children are encouraged to tell the person themselves that they do not like their behaviour.
- Bullying does not just affect the bullies and victims. Other children who see it happening and witness the distress of the victim may feel unhappy themselves

5) Preventing, identifying and responding to bullying

As in many areas, prevention is better than cure. Black Firs ensures weekly PSHE lessons take place alongside SMSC lessons, assemblies discussing Black Firs' school values and My Happy Mind sessions to ensure that children are aware of the issues of racism, homophobia, sexism, ableism and the damage it can cause to individuals and the wider community. We also explore strategies to ensure they address discrimination if we are faced with it. The curriculum is based around an ethos of understanding that no forms of racism, racial intolerance, homophobia remarks, misogynistic or negative views towards disabled people are acceptable. We promote a 'speak out' culture. All classes in Reception to Year 2 have a 'Worry Monster' and Year 3-6 have worry boxes that the teacher and teaching assistant check daily. We are currently actively reviewing our school in terms of equality, diversity and respect for individuals and community cohesion- please read our Equality policy and equal opportunities objectives.

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through assemblies, peer support, displays, pastoral team and the school council.

- Create a quiet space for vulnerable children and young people (all classrooms, designated rooms for KS1 and KS2 children) as well as our lunchtime club.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Pupils to abide by the policy

Key members of staff:

1. Class teachers and teaching assistants
2. Leadership Team- Phase Leaders/ Pastoral leads Jen Harrison, Adam Millington, Pete Woods, Richard Bebbington
3. ELSA Practitioner- Becky Andrews
4. Family Support Worker/alternate DSL/ Senior Mental Health First Aider- Kirsty Plant
5. Designated Safeguarding Officers: Anna Jones, Kirsty Plant, Jen Harrison, Pete Woods, Ellie Clowes
6. Senior Leadership team: Jen Harrison, Pete Woods, Jess Milne
7. Headteacher/Designated Safeguarding Lead: Anna Jones

6) ANTI-BULLYING PROCEDURE

It is important that all teachers and support staff know the difference between a 'fall out' and bullying. When bullying has been identified by the Phase Leader, school will use the following steps:

1. If a child bullies another child, the Leadership Team and Pastoral Team will become involved and take immediate (within the day if possible) action (The Senior Leadership Team to also be made aware): -
 - Discuss the incident with the children involved and identify the unacceptable behaviours.
 - Record the incident(s).
 - Carry out the school anti bullying survey with the class.
 - Work out suitable intervention plan / behaviour targets to support the victim and the bully. Monitor the child in all areas of school and review any intervention plan after 2 weeks.
2. If the bullying continues:
 - The Deputy Headteacher/senior teachers/teaching assistants will meet with the child and parents to work together on an individual behaviour plan.
 - Behaviour will be monitored and a review date will be set within two weeks.
 - Inform all staff to ensure rigorous monitoring at all times of day.
 - If appropriate, introduce restorative practice techniques.

Support will be sought from external agencies – e.g. educational psychologist, behaviour support worker and the cluster guidance and support team.

3. If the bullying still continues the Headteacher will inform the parents that bullying is continuing and agree the next course of action. This may include a referral to the TLP Safeguarding Lead, Emma Hooley, **Cheshire East Inclusion Team** or advice from an Educational Psychologist.
4. If at any point bullying is of a violent or extremely abusive nature (e.g. homophobic or racist in nature) it may be deemed a 'Hate Crime or Hate Incident' and as such it would be reported to the Local Authority or the police. This can include cyberbullying through emails, texts and social media platforms.

Supporting Pupils

Black Firs Primary School will not tolerate bullying in any form and if bullying is allowed to go unchallenged everyone suffers. If the problem of bullying is not dealt with swiftly and firmly it can seriously harm a small minority of children who are the victims of bullying behaviour.

The parents/carers of victims will be kept informed of the actions taken by the school. It is important to remember that the Behaviour Policy in school should be followed closely when dealing with poor behaviour to try to prevent bullying manifesting itself in the first place. Our children should feel safe and be given the skills and confidence to help them deal with bullies, wherever they may appear. In this way we will help our children to be assertive, to stand up for their own rights and to feel confident to ask for help. The Black Firs school values incorporate the ethos of our school and our high expectations for behaviour. Children are expected to follow these values at all times. Specific support, counselling and mediation is provided by our Family Support Worker/ELSA Practitioner/Senior Mental Health Leads for bullies and victims. As part of this, children are supported to talk incidents through. We are also mindful that the bullies may need help, advice and support. The consequences of bullying must be made clear to all children and their parents/carers.

- We use STOP – Start Telling Other People.
- All adults should watch for early signs of distress in pupils such as: deterioration of work, spurious illness, withdrawal, the desire to remain with adults and erratic attendance.
- We provide timely and regular training and reminders of this to all staff.
- The anti-bullying survey is carried out annually and whenever an issue arises during the year.
- Children are encouraged to inform an adult immediately if they are witness to any form of bullying.
- Parents/carers must be encouraged to contact school if they think their child is being bullied.

THE ROLE OF GOVERNORS

- The Governing Body supports the Head teacher in all attempts to eliminate incidents of bullying in our school.
- The Governing Body monitors the incidents of bullying that do occur, and reviews the effectiveness of the policy. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to them on request about the strategies the school is using to deal with these.
- The Governing Body responds to any request from a parent to investigate an incident of bullying. In such cases the Governing Body asks the Head teacher or a senior member of staff to conduct an investigation into the case and to report back to a representative of the Governing Body (see Complaints Procedure).

THE ROLE OF THE HEADTEACHER

- It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and support staff) are aware of the school policy and how to deal with any incidents that arise. The Head teacher reports to the governing body about the effectiveness of the policy on request.
- The Head teacher and staff have a shared responsibility in ensuring that all pupils understand that bullying is wrong, and that it is unacceptable behaviour in our school. The attention of pupils is drawn to this concept at suitable moments in assemblies, class PSHE lessons, class council sessions and school council sessions.
- The Head teacher ensures that all staff receive sufficient training to deal with any incidents of bullying that may occur.

- The Head teacher sets a school climate and we believe that when pupils feel valued bullying is less likely to be a part of their behaviour.

THE ROLE OF STAFF

- Staff support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the successes of all children, we aim to prevent incidents of bullying.
- Staff in our school take all forms of bullying seriously and intervene to prevent incidents from taking place.
- They keep their own records of behaviour incidents involving children in their class using CPOMS. If staff witness an act of bullying taking place, they must record it and report it to our Family Support Worker/Senior Mental Health Lead (Kirsty Plant) or headteacher/DSL (Anna Jones).
- Time is spent talking with the child who has been bullied and the child who carried out the bullying, explaining why their actions are unacceptable, and what we expect from them in future.
- We invite the parents of pupils found persistently bullying into school to discuss the case. The Headteacher may decide to contact external support services.
- Staff routinely attend training/updates, which enables them to deal with incidents that occur.

THE ROLE OF PARENTS

- Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the cause of a bullying incident, should contact their child's class teacher immediately
- Parents have a responsibility to support the school's anti-bullying policy and to encourage their child to be a positive member of the school community
- Organisations which offer support and advice are on our website. These include:
<https://www.antibullyingalliance.org.uk/> <http://www.bullying.co.uk/> <https://www.kidscape.org.uk/>
<https://www.nspcc.org.uk>

THE ROLE OF CHILDREN

- Be responsible for their own behaviour
- Be able to accept responsibility for their actions
- To ask for help when they need to
- To report all instances of bullying or unacceptable behaviour
- To follow/use the restorative justice board for resolving conflicts

MONITORING AND EVALUATION

This policy is monitored on a regular basis by the Senior Leadership Team and Head teacher, who reports to the governors about the effectiveness of the policy. This anti-bullying policy is the Governing Body's responsibility and they review its effectiveness. They do this by discussion with the Head teacher and examining the records of incidents that occur. Governors may analyse this information with regard to the gender, age and ethnic background of all children involved.