



Boarshaw Community Primary School

Anti-Bullying policy 2022

A “GOOD FRIENDS’ APPROACH”

STATEMENT

Bullying is defined as deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

The three main types of bullying are: physical (hitting, kicking, theft); verbal (name calling, racist remarks); indirect (spreading rumours, excluding someone from social groups). Bullying is not simply two children falling out with each other.

Bullying in any form, by anyone, will not be tolerated at Boarshaw Community Primary School. We do not accept any form of behaviour which hurts, threatens or frightens any member of the school community. Everyone has the right to feel safe and happy in school and in the playground. We believe in eradicating bullying without victimising the bully. Victims will be confident that support will be given and action will be taken against bullies.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristics and people who do not share it.

At Boarshaw Primary, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm.’ Where this is the case, the school should report their concerns to the Local Authority Safeguarding Team (EHASH).

This policy is closely linked with our Behaviour Policy and Statement of Behaviour Principles, our Child protection and safeguarding policy, our School Code of Conduct and the School’s Vision, Aims and Values.

A separate policy “Dignity at Work” exists where bullying is perceived to be taking place amongst adults in the school. A further policy “ Dealing with Violence and Aggression” is available, which describes health and safety related practice especially regarding staff and parents / visitors.

PRINCIPLES

It is the responsibility of the Governing Board and the Head Teacher to ensure that all members of the school community work within a safe and enabling environment.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Boarshaw Primary. They are:

- Every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- Pupils learn to be strong and independent through positive relationships;
- Pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

AIMS

To promote the well-being of all pupils based on trust between all members of the school community. It is everyone's responsibility to prevent bullying from occurring.

To offer an environment free from verbal and physical abuse and to provide an education free from humiliation and oppression where everyone has the chance to partake in the social and educational opportunities offered by the school.

To report and record all instances of bullying.

To promote a "whole school" approach, where signals and signs are identified and swift and effective action is taken.

To teach pupils to recognise how others feel and treat others how they would like to be treated.

A POSITIVE APPROACH TO PROMOTE "GOOD FRIENDS"

Provide a good role model; show care, politeness, respect and honesty.

Teach and promote empathy.

Discuss supportive relationships.

Promote self-esteem, security, identity, belonging, purpose and competence.

Help children to develop positive strategies and assertiveness.

Refer to "caring"; raise awareness of how good it feels to care for others and how good it feels to be cared about.

Reward positive behaviour.

Explore feelings through role play and viewing bullying situations from both sides.

Allow children to hear what other people feel and experience (e.g., "circle time").

Discuss friendships - who are our friends and why do we choose them?

Encourage children to recognise their own qualities and help them identify good qualities in others.

Teach children to listen, and listen to them attentively.

Help children to be patient and to be reflective.

Encourage children to look after their own property and to respect property of others.

Help children to give and receive praise.

Teach children to be helpful.

Encourage peer support for all pupils.

Personal and Social Education Assemblies.

Timetable PSCHE / PSED lessons.

Encourage pupils to seek support from adults in school.

BULLYING DEFINITION

At Boarshaw Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of games/ activities;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going not a one off incident.

TYPES OF BULLYING

Cyber-Bullying:

The rapid development of and widespread access to, technology has provided a new medium for 'virtual bullying', this can happen in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day and into home and private space, with a potentially bigger audience as people can forward on content.

Racist Bullying:

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, faith community, national origin or national status.

Homophobic and transphobic Bullying:

This occurs when bullying is motivated by a prejudice against a lesbian, gay, bisexual or transsexual person.

Faith and religious bullying.

This occurs when bullying is motivated by a prejudice against religious beliefs, practices or clothing.

SEND bullying.

Being bullied for being disabled, for example having a physical or mental disability, being deaf

Further information about types of bullying can be found here:

[Bullying and advice on coping and making it stop | Childline](#)

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other children protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothing or schoolwork, loss of appetite, stomach aches and bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why they are unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches, stomach aches, signs of depression.

Behavioural: asking to be taken to school, taking a long time to come home, asking for more money, refusing to come to school, using different routes to and from school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

VULNERABLE GROUPS

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Children with Special Educational Needs (SEND)
- Looked after children
- Gypsy, Roma and Traveller children
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual.

ACTION AGAINST BULLYING - Every adult at Boarshaw Community Primary School is responsible for the welfare of the pupils.

For the Adult

Take bullying seriously and investigate the facts of any incident.

Support children who are being bullied.

Encourage bullies to change their behaviour through guidance and support.

Encourage children to "tell".

Break up groups of bullies.

Use positive peer pressure to encourage good, non-bullying behaviour.

Meet with bullies and victims individually.

Encourage co-operative working/play.

Take an active interest in children's playtimes and watch for signs of distress.

Promote a shared approach with parents/carers.

For the Child

Tell yourself - "I don't deserve to be bullied".

Try to show that you are not upset.

Try being assertive - shout "go away" loudly, or walk quickly and confidently away.

Get your friends to support you positively.

Show that you and your friends disapprove.

Talk to an adult.

Show understanding and support to children who may be bullied.

Be careful about teasing or personal remarks.

Don't stand by and watch - tell an adult straight away.

Remember, we are all individuals and different and we should be allowed to be proud of it.

Guidance for parents

Listen to your child.

Try not to overreact.

Show sympathy but try not to dwell on the situation.

Tell your child that bullying exists and it's not their fault.

Check all the facts – is it bullying or friendship problems, which may resolve naturally?

Talk about possible strategies for your child to use – try the websites listed at the end of the policy.

Encourage your child to tell a teacher.

If the situation is serious, contact the class teacher yourself.

BOARSHAW PRIMARY BULLY BUSTERS.

Every year each class votes for a class 'Bully Buster'. These children meet with Mrs Evans once a half term to feedback and discuss issues raised to them by children in their class. Bully Busters wear a highly visible Blue Fleece in the playground at break and lunchtime. All children know that they can approach any Bully Buster if they feel they need support or comfort. All bully busters are trained in ways to support children in helping to ask for help from appropriate adults.

PROCEDURES FOR DEALING WITH BULLYING

Allow appropriate "cooling off" time for pupils involved.

Talk with the bullies and the bullied individually in confidence. It may then be appropriate to discuss behaviour together and obtain genuine apologies.

If appropriate, allow bullies to hear the feelings of the bullied child. Ask bullied/bullier what action they deem appropriate and whether it is fair.

Ensure that all incidents of bullying and procedures to be followed are recorded using red / yellow card system.

Inform parents in combating bullying.

In certain circumstances, sanctions will be applied.

Depending on the seriousness and/or frequency of the unacceptable behaviour, parents may be encouraged to take an active part in "target setting" in order to promote acceptable behaviour.

Request guidance from other outside agencies.

Monitor the situation until the problem is resolved.

SANCTIONS AVAILABLE

Red card (see behaviour policy) Withdrawal from playtime (which may involve writing a letter of apology).

Withdrawal from representing the school.

Withdrawal of privileges.

Exclusion from peers.

Referral to senior staff.

Exclusion from school.

Pupils involved in incidents will be informed of sanctions carried out. Staff associated with such pupils will also be informed.

SOME CONCLUDING THOUGHTS

Bullying happens in every school to some degree.

It's OK to tell - 'don't suffer in silence'.

Bullying can be addressed effectively through whole school policy and planned interventions.

By promoting positive social behaviour through the teaching of specific skills, school staff, parents and pupils can work together to create a friendly caring school.

WEBSITES

www.dfes.gov.uk/bullying

Government site with information about the new pack for schools and many links to related sites.

www.bullying.co.uk

www.kidscape.org.uk

Both good for general information, support and strategies

www.smallwood.co.uk

www.luckyduck.co.uk

Both have catalogues of publications in this area

www.childline.org.uk

Has very useful information sections, particularly on racial harassment and bullying.

www.antibullying.net

This site also has a useful section on racist bullying.

www.ncb.org.uk

The website of the National Children's Bureau has information on bullying in the Forum on Children and Violence section.

www.nspcc.org.uk

The NSPCC site includes information on bullying as part of the Full Stop campaign.

www.thewhocarestrust.org.uk

This Who Cares Trust is a charity aimed at children in public care.

Chair Of Governors.....

Policy agreed by Governing Body

Policy to be reviewed