

Burrowmoor Primary School

A member of the Active Learning Trust



Statement / Policy Summary	
This policy looks at the school's approach to anti-bullying within school.	
Date ratified:	Spring 2022
Date of review:	Spring 2024

Equalities Impact Statement	
Has this policy fully considered the school's equality objectives and statement?	Yes
Is there any impact upon the school's equality objectives?	Yes
If 'yes', are these clearly described and their impact assessed?	Interwoven throughout.

1. Principles and Values

As a school, we take bullying and its impact seriously. Pupils and parents / carers should be assured that known incidents of bullying will be responded to; bullying will not be tolerated at any level. The school will seek ways to counter the effects of bullying that may occur within school or in the local community.

The nurturing, inclusive ethos of our school fosters high expectations of behaviour and we will consistently challenge behaviour displayed by any stakeholder that falls below this. We want staff and pupils to feel safe and confident in seeking appropriate support.

Everyone has a responsibility for safeguarding and promoting the well-being of children in our care.

2. Objectives of this policy

We hope that this policy supports the following objectives:

- All governors, staff, pupils, parents and carers understand what bullying is (and is not.)
- All governors and staff know what the school policy is on bullying and how to follow it when bullying is reported.
- All pupils and parents / carers understand what the school policy is on bullying and what they should do if bullying arises.

The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

3. What is bullying?

Bullying is unacceptable behaviour used by an individual or group - usually repeated over time - that intentionally hurts another individual or group either physically or emotionally. It can be hidden and subtle or overt and intimidating. In other words, bullying at Burrowmoor Primary School is considered to be unacceptable behaviour which occurs repeatedly and on purpose. Bullying may also be related to race, gender, religion, culture, SEN or disability.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP). Children sometimes fall out or say things because they are upset. It is an important part of a child's development to learn how to deal with friendship breakdowns. We all have to learn how to deal with these situations and develop social skills to repair relationships.

The DfE states the following on their website (<https://www.gov.uk/bullying-at-school/bullying-a-definition>):

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- *Repeated.*
- *Intended to hurt someone either physically or emotionally.*
- *Often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include:*
 - *Physical assault.*
 - *Teasing.*
 - *Making threats.*
 - *Name calling.*
 - *Cyberbullying - bullying via mobile phone or online.*

4. Prevention

We use a variety of methods to support children and staff in preventing and understanding the consequences of bullying through class assemblies, PSHE and citizenship lessons, SMSC Curriculum, assemblies, staff training and our general ethos. We regularly invite professionals in to talk to the children and staff about prevention and keeping safe. The ethos and working philosophy of our school means that all staff actively encourage children to have respect for each other and for other people's property. Demonstration of our core values leads to praise wherever possible; positive behaviour is rewarded in a variety of ways.

Staff must be vigilant of all bullying behaviours. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general message that children do not have to be friends with everyone but they must be respectful of everyone else's feelings and be kind to each other.

5. Responding to reports

Our school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context which reminds all pupils that bullying behaviour is unacceptable to the school and will not be tolerated. At Burrowmoor Primary School, all pupils are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. We will then investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying, we will consider the situation in relation to our safeguarding policy and procedures. Statutory guidance on safeguarding pupils identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection, particularly where there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

6. Stages of Intervention

The procedure and stages in responding effectively to bullying at our school are:

Stage 1: Monitor and record behaviour and relationship issues

The school follows a clear pastoral support system which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall behaviour policy. It supports the detection of bullying and allows for intervention at an early stage. The school's aim is to prevent bullying from taking place in the first place and this means that staff are proactive and vigilant, monitoring peer group dynamics and friendships throughout the school day.

Our school will use our own definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

The way in which we record information will be in line with GDPR but also aligned to the needs of the victim; all bullying incidents are recorded on MyConcern.

Stage 2: Investigation

First make the victim feel safe. When the child is ready, take their reports of being bullied seriously and acknowledge their concerns.

Talk to all witnesses and the perpetrator to gather a full perspective on the incident. All parties involved will be treated in the same manner to ensure fairness.

Record the actions and strategies required to try to resolve the situation on MyConcern and let the Headteacher or member of the senior leadership team know of the concerns. When an incident of bullying is reported, the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and, where opinions are offered, these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action was or is to be taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Stage 3: Responding to an incident

All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged. Parents of all parties involved will be informed at the earliest available opportunity. It will be made clear that such behaviour is unacceptable and will be dealt with seriously. In all cases of bullying, the school will initially consider the use of a restorative approach to resolving the situation which may include Circle Time, restorative justice conferences, additional staff training and a renewed focus within PSHE lessons.

Our school believes that anyone causing harm should be held to account for their behaviour.

This means:

- Accepting responsibility for the harm caused to the individual being bullied;
- Accepting responsibility for the harm caused to others (for example staff, friends or family);
- Recognising the need to take action to begin to repair the harm caused; and
- Agreeing a range of actions – in conjunction with all those involved- which will be monitored over an agreed period of time.
- The school will consider the use of disciplinary sanctions when responding to incidents of bullying. Again, Parents / carers of the children involved will be updated on actions to be taken. This may be where our school's restorative approach has failed to prevent further incidents of bullying. Where appropriate, our school may use sanctions in conjunction with the school's restorative approach. Sanctions will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any Special Educational Needs or Disabilities that the child may have.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what they have done is unacceptable.
- Deter them from repeating that behaviour.
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it.
- Any incidents of adult to adult bullying will be dealt with by the Senior Leadership Team and / or the Governing Body. Please refer to the ALT's 'Bullying and Harassment Policy'.

Stage 4 Review

Part of our school's process of responding to an incident is to seek an agreement to meet with the victim at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed and/or further advice sought.