



**BRAMLEY VALE PRIMARY SCHOOL**

**Every Child  
Every Day**

## **Anti-bullying Policy**

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F154 - 19/20**

**Written by Jamie Grafton**

## Motto

Our motto reflects what is most important to us and knowing that **Every child, Every day**, is in school, engaged in their learning journey and making progress.

## Values

We have **7 core values** we will support the children in developing.

1. **Pride** - A strong sense of pride in their abilities, achievements and appearance. To support peers celebrating their abilities and achievements. To demonstrate a sense of pride in our school, environment and the wider world.
2. **Positivity** - A positive attitude and approach to learning and life and trying to see the good in each experience.
3. **Independence** - self-confidence and self-belief to achieve their own personal success.
4. **Resilience** - A developing ability to bounce back after a difficulty and help others to do the same.
5. **Kindness** - to be kind to themselves and take time to practice mindfulness. To be kind to others, understanding we all have needs, feelings and beliefs that deserve respect.
6. **A sense of adventure** - a passion for adventure, an appetite for fun and a willingness to take sensible risks.
7. **Creativity** - A confidence to express their creative flair, personal passions and develop their imagination and resourcefulness.

## Aims

As a team, we work together to provide a safe, engaging learning environment with a unique 'family feel'.

We nurture the personal development needs of each learner and prepare our children for the future by developing confidence, a love of learning, positive relationships and coping skills. We want children to have fun, play and laugh.

## **Introduction**

At Bramley Vale Primary school we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential.

We would expect pupils to feel safe in and out of school, including an understanding of the issues relating to safety, such as bullying. We also want them to feel confident to seek support from school should they feel unsafe.

## **Policy Development**

This policy was formulated in consultation with the whole school community with input from:

Members of staff, governors, parents/carers and children.

Pupils contribute to the development of the policy through the school prefect system, assemblies, PSHE discussions, etc.

The school prefects will develop a student friendly version to be displayed around school.

Parents/Carers will be encouraged to contribute by: taking part in written consultations, parent meetings and direct consultation with the Headteacher.

This policy sits side by side with the behaviour policy. All sanctions will be applied in line with the school's behaviour policy.

## **Roles and Responsibilities**

The Head Teacher - Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti-bullying Coordinator in our school is: Jamie Grafton

Laura Conway is the coordinator for Personal, Social and Health Education (P.H.S.E) which is linked with anti-bullying education. All of the consultation and monitoring has been done by the Headteacher, who takes overall responsibility.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice, this includes reporting to governors any incidences of bullying
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents, in line with preventing and tackling bullying guidance
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti-bullying (Behaviour) is: Paula Rea

### **Definition of Bullying**

*'Behaviour by an individual or group usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.'*

Safe to Learn: embedding anti bullying work in schools (2007).

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 sexual, sexist, racist or homophobic bullying and when children with disabilities are involved. If the victim might be in danger then intervention is urgently required.

To enable the children at Bramley Vale to understand this definition, we have adopted the term 'STOP', this stands for Several Times On Purpose. If a child is experiencing repeated inappropriate behaviour that is causing them to feel unhappy, then we can make it stop.

The posters the children have created include this key message. Children are encouraged to share/talk about their feelings. We also have a Listening Ear 'drop in' service, where our children can talk openly and we also have a listening ear box for children to post their worries.

Anti-bullying is delivered as part of our PSHE curriculum.

## What does bullying look like?

Bullying can include:

**Verbal** - name calling, insults, jokes, offensive language or comments, including graffiti, threats, innuendo, teasing, mocking taunting, bragging or ridicule.

**Physical** - unprovoked assaults such as prodding, pushing, hitting or kicking, shaking, inappropriate touching, blocking the way, capturing, contact involving objects used as wweapons.

**Cyber-bullying** - inappropriate text messaging and e-mailing; sending offensive or regrading images by phone or via the internet and blackmail.

**Social** - humiliation through exclusion or rejection by peer group, 'blanking', spreading rumours, gossiping, peer pressure to conform, using difference as a dividing factor

**Non-verbal** - staring, throwing dirty looks, gesturing, manipulating behaviour through intimidation, body language, invasion of personal space, silence, spitting, stalking, refusing to touch, playing mind games

**Provocative** - inciting others to behave in a threatening, racist, sexist or homophobic way

**Taking or damaging belongings,**

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'. These children may also require support, having witnessed a difficult situation.

## Why are children and young people bullied?

Specific types of bullying include:

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation - homophobia/not fitting in with gender stereotyping
- bullying of young carers or looked after children or otherwise related to home life.

There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils are known to be particularly vulnerable to bullying by others:
- these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After children, those from ethnic and racial minority groups and those young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

### **Reporting and Responding to Bullying**

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders) this also includes bullying outside of school.

**The systems of reporting for our school are:**

Children and young people in school: Can report bullying to any member of staff who will initially follow up the incident by talking to the pupils involved. The member of staff will follow the behaviour policy and will inform the teacher and if necessary the Headteacher. The incident will be recorded using the bullying or prejudice incident form (from Derbyshire Guidance - Preventing and Tackling Bullying). Children can also report bullying anonymously through the school's Listening Ear (worry) box.

Parents/Carers: Can report bullying, initially to the teacher, or if necessary directly to the Headteacher. This will be investigated immediately and the outcome will be communicated with the pupils and parents of those involved. Again, the behaviour policy will be followed.

- All staff and visitors: Staff and visitors can report bullying to any member of staff who will follow up the incident as above.
- Bystanders: Can report bullying to any member of staff who will follow up the incident as above. Or they can report through the school's worry box.:

## **Procedures**

All reported incidents will be taken seriously and investigated involving all parties.

The steps the school will take are:

- Interview all parties with member of SLT present (where possible)
- Inform parents of the results of the interviews and the action taken
- A range of responses will be followed appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim perpetrator, referral to outside agencies if appropriate eg. The Multi Agency Team
- Sanctions will be applied in line with the school's Behaviour policy following the levelled behaviour system. If bullying persists then in conjunction with the School's behaviour policy, the pupil or pupils involved will be secluded in school or in extreme circumstances excluded from school
- The incident will be followed up daily until we are sure that the bullying has stopped and the situation is fully resolved. The member of SLT will keep a daily check on the child and report back to the Headteacher.
- Support for the victim and the bully.
- Police involvement (e.g. if a crime has been committed)

## **Recording Bullying and Evaluating the Policy**

Bullying incidents will be recorded (using the bullying or prejudice incident form recommended by Derbyshire's Preventing and Tackling Bullying) by the member of staff who deals with the incident and this will be notified to and held by the Anti-bullying coordinator (The Headteacher).

The information we hold will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy.

This information will be presented to the governors in an anonymous format as part of the termly behaviour report.

The policy will be reviewed and updated annually. The policy review will be linked to the School Improvement Plan, working towards a more inclusive and harmonious ethos across the school community.

## Strategies for Preventing Bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Bramley Vale Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Using positive praise and positive models to encourage good behaviour including rewards such as tokens for showing others how to be a good friend/ behave well.
- Restorative Approaches
- Involvement in Healthy Schools
- Anti-Bullying week annually in November.
- Regular assemblies
- PSHE curriculum eg role play of being in another's shoes
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice through school prefects and in class discussions
- Peer mentoring schemes
- Playground Buddying
- Parent information events/information
- Staff training and development for all staff
- Counselling and/or Mediation schemes The school has a Listening Ear counsellor. There is a weekly drop-in session available for all children.

### Links with other policies

Behaviour Policy  
Safeguarding Policy  
Acceptable Use Policy  
Equalities Policy  
PSHE Policy  
Complaints policy  
Confidentiality Policy

