



**BOOTHVILLE**  
**PRIMARY SCHOOL**

## **Anti-Bullying Policy**

At Boothville Primary School we believe the aim of the anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Boothville Primary School has a zero tolerance approach to bullying.

Any concerns about bullying should be reported to a member of the leadership team. The details should be recorded on the Behaviour and Bullying Recording Form so that incidents can be closely monitored and reported to the Child Protection Team, the school governors and County. The Anti-bullying policy reflects the opinion of the pupils, parents and all school staff. It has been shared with all the community partners who work with us at Boothville.

All staff, including teaching and non-teaching staff, will be kept fully informed of current thinking about anti-bullying through staff meetings and briefings. Support will be given to ensure this policy is implemented consistently. All staff will be made aware of the implications of the school's policies relating to bullying and racism. Additionally, staff will be offered training on tackling bullying throughout the year or through professional development courses. Staff are aware that serious bullying can cause a child to feel frightened and in danger, particularly with cyber-bullying which can lead to exploitation or corruption of children (Keeping Children Safe in Education DfE 2016).

This policy should be read in conjunction with the following, which make direct reference to and support the school's anti-bullying stance.

- Behaviour Policy
- The School Development Plan
- Home School Agreements
- Inclusion Policy
- PSHE policies and curriculum
- E- Safety Policy

'Successful schools create an environment that prevents bullying from being a serious problem in the first place'

*The Preventing and Tackling Bullying DfE Guidance (2014)*

## 1. Policy Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents have an understanding of what bullying is.
- Inform children and parents of the school's expectations and to foster a supportive partnership, to achieve a bully-free environment.
- Show commitment to overcoming bullying through a zero tolerance approach.
- Identify and deal with incidents of bullying consistently and effectively.
- Enforce clear procedures for reporting bullying which are understood and followed by everyone.
- To protect every member of the Boothville community from bullying: pupils, parents and staff.

## 2. Definition of Bullying

“Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time that intentionally hurts or harms.”

*OFSTED (2003)*

Bullying is when people are deliberately unkind, threaten, frighten or hurt someone usually more than once. It may happen over a period of time. It is often difficult for those being bullied to defend themselves.

Bullying may be:

- Physical (hitting, kicking, theft, forcing someone to do something they do not wish to do, picking on someone because they are different)
- Verbal (name calling, teasing)
- Indirect (spreading nasty stories, excluding someone from social groups, writing abusive messages including messages by text, e-mail or social media)

Children must be encouraged to report bullying incidents to a teacher or staff member. Bullying can also have a long lasting impact on the social, mental and emotional health of the child (The Preventing and Tackling Bullying DfE Guidance 2014). This policy is designed to ensure as a school we are alert to signs of bullying, acting promptly and firmly against it. Ofsted's 2012 report, No Place for Bullying, defines bullying behaviour as:

- name-calling
- racist and sexist behaviour
- making threats
- making people feel small
- hurtful remarks and personal comments

- dares – making someone do something they do not want to
- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- hiding belongings
- pressurising children to join in inappropriate behaviour
- other behaviour that makes someone feel unhappy

At Boothville we share these messages with children to help them define what bullying is.

### **3. Types of Bullying**

- Social Class
- Sexuality
- Race
- Disability
- Above or below average ability
- Gender
- Religion
- Physique
- Difference
- Cyber (please refer to the school's e-Safety Policy for further guidance)

### **4. Statutory Requirements**

- Article 10 of the UN Convention on the Rights of the Child states that all children have the right to be protected from all forms of physical or mental violence.
- The school has a duty of care to protect its pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Section 3(5) and 87(1) of the Children Act 1989 confer powers and duties on those who have the care of children to safeguard and promote their welfare.
- Head teachers must by law have a policy to prevent all forms of bullying among pupils.
- Section 175 of the Education Act 2002 requires Local Authorities and governing bodies of maintained schools to make arrangements to ensure that their functions are carried out with the view to safeguarding and promoting the welfare of children.
- Schools are under a legal duty to safeguard and promote the welfare of children.

### **5. Prevention and Early Intervention**

- Pupils will be reminded regularly that all forms of bullying are unacceptable and will not be tolerated.
- Opportunities are provided for open discussion without fear of ridicule or retribution.

- Children will know that all adults in school will listen and take their concerns seriously.
- Pupil bystanders and witnesses to bullying behaviour are encouraged to report any incident to staff.
- Through the PHSE curriculum, pupils will be introduced to bullying, relationships and other related issues.
- Nurture groups and play support will be offered in school to any child with long standing needs, either individually or in a group.
- Through assemblies in Anti-bullying Week and role-play, pupils will be taught how to behave if they are bullied or if they are a bystander. Additional support can be provided through the SEAL 'Say No to Bullying' module.
- All staff will be supported by the Leadership Team to ensure there is zero tolerance of bullying.
- All members of the community will be made aware of the signs that may indicate a pupil is being bullied through ongoing briefing, with information disseminated to all teaching and non-teaching staff.
- All members of staff will be vigilant in class, corridors, dining hall, field, playgrounds and toilets.
- All staff will observe and be watchful of social relationships in class, the playground and field.
- Lunchtime Supervisors will always have access to a senior member of staff to support them. They are provided with training on procedures for reporting school bullying incidents

## **6. Advice to Pupils**

During a bullying incident:

- Try to stay calm and look as confident as you can.
- Be firm and clear and look the bully in the eye and tell them to stop "Stop it! I don't like it".
- Get away from the situation as quickly as possible.
- Tell an adult straight away.

After being bullied:

- Tell a teacher or other adult in school.
- Tell your family.
- Talk to a friend if you are scared to tell an adult on your own.
- Do not blame yourself – it is not your fault.

When talking to an adult say clearly:

- What has happened to you
- How often it has happened
- Who was involved

- Where it happened
- Who saw what happened
- What you have done already

## **7. Intervention Strategies**

- The agreed recording procedure will be applied consistently to deal with bullying.
- Staff should never ignore suspected bullying.
- Staff should never make premature assumptions.
- Staff should listen to all accounts – several children saying the same thing doesn't necessarily mean that it is true.
- Staff should establish that the reported incident is consistent with the school's and OFSTED's definition of bullying.

## **8. Reporting an Incident**

- Once the school is made aware of an alleged bullying incident it is investigated by the class teacher who talks to all parties involved. Throughout this process a checklist is available to ensure thorough and fair investigation (Appendix 1).
- The results of this are recorded on the school's reporting form (Appendix 2).
- All incidents, together with details of the school's response and the pupil's views will be recorded and kept on file with the school's designated child protection adult on the agreed recording sheet.
- A member of senior leadership team will review and countersign every form at the earliest opportunity.
- Parents of the children involved will be kept informed of developments.

## **9. Sanctions**

In line with the school's behaviour policies the following sanctions may be used to deal with bullying. They will be applied on a case by case basis and be appropriate to the children involved.

- Removal from their class
- Withdrawal of playtime and/or lunchtime outside for a period of time
- Participation in school events, that are not an essential part of the curriculum, may be withheld
- The Chair of Governors and the Governing Body may be informed
- Fixed period exclusion
- In cases of very severe and persistent bullying the head teacher may consider permanent exclusion

## **10. Bullying off the school premises**

The following steps will be taken:

- Talk with parents
- Talk to pupils about how to avoid or handle bullying

- Talk to community police about problems in local vicinity
- Talk to the head teacher of another school whose pupils are bullying off the premises
- Develop an awareness of safe routes to school and tell pupils about them

## **11. Working with parents**

- At Boothville we value our parental support and contributions in the development and implementation of this policy.
- Parents, carers and families are often the first to detect symptoms of bullying and are encouraged to contact the school straight away if they have any concerns or anxieties.
- A copy of the Anti-bullying policy will be available for parents to view.
- Each alleged bullying incident will be dealt with on a case by case basis.

### **Parents of a bullied child should:**

- Talk to the child calmly and reassure the child that they have done the right thing by talking about the situation.
- Make a note of what the child says.
- Explain that the child should report any further incidents to a teacher or other member of staff straight away.
- Make an appointment to see the child's teacher as soon as possible.

### **Parents of a child who is bullying others:**

- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Show the child how to join in with others without bullying.
- Make an appointment to see the child's teacher as soon as possible and explain the problem. Discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school
- Give the child lots of praise and encouragement when they are being kind and considerate to others.

## **12. Monitoring and evaluation:**

- This policy is monitored on a day-to-day basis by the head teacher, who reports to the governing body and leadership team about its effectiveness on request.
- Data from the records kept will be given to governors once a year.

Date policy written: October 2015

Date policy revised: October 2016

Keeping Children Safe in Education 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

The Preventing and Tackling Bullying DfE Guidance 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288444/preventing\\_and\\_tackling\\_bullying\\_march14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf)

Policy approved by governing body: September 2016



## **Appendix1 Checklist for investigating an incident**

- In what way did the victims suffer?
- How did the incident start? Was it spontaneous or premeditated?
- What is alleged to have happened, from the perspective of all those involved?
- When did the incident take place?
- Where did the incident take place?
- Who witnessed the incident (pupils, parents, staff and others)
- Who reported it to whom and when?
- Is there any background to this incident?
- Is there any other reason for considering this to be bullying behaviour?
- Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- What was the response of the victim(s) if such exist?
- What does/do the victim(s) wish to see resulting from the investigation?
- Have parents of all children been informed?



# INCIDENT FORM

<b>Date of incident:</b>	<b>Time:</b>
<b>Location:</b>	

<b>VICTIM</b>	<b>PERPETRATOR</b>
Name:	Name:
Class:	Class:
Pupil from another school	Pupil from another school
Other:	Other:
Involved in previous incidents:	Involved in previous incidents:

### What type of incident occurred?

Verbal abuse		Threatened assault	
Physical abuse		Other (specify)	

### Brief description of what happened

**Action to be taken to deal with the incident/details of support offered to the victim and perpetrator**

Warning to the perpetrator	
Discussion with the perpetrator	
Discussion with the victim's parent/carer	
Discussion with the perpetrator's parent/carer	
Mediation	
Counselling	
Mentoring	
Exclusion	
Referral to police/other body	
Other sanction	
Other action	
No action	

**If no action was taken, why was this?**

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Name of person recording the incident:	
Position in school:	
Name of person dealing with the incident if different from above:	
Position in school:	
Date of record:	

HT/DHT/Governor action/follow ups:
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