Bathampton Primary School
Anti-Bullying Policy

(See also the policies on Child Protection, Behaviour Management, Internet Use and E-Safety)

Together on a learning adventure

Bathampton Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

1   Introduction

1.1   The Department for Education defines bullying as "actions that are meant to be hurtful, and which happen on a regular basis". Bullying can be direct (either physical or verbal) or indirect (for example, being ignored or not spoken to). The key identifying factor is that there will be a pattern of inappropriate or hurtful behaviour.

2.   What is bullying?

2.1   Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceiver differences. Stopping violence and ensuring immediate physical safety is obviously the school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgment about each specific case.

2.2   Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive

from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.3 Kinds of Bullying
- Emotional – being unfriendly, excluding or constantly tormenting someone.
- Physical – pushing, kicking, hitting, or punching or otherwise using violence against someone.
- Verbal – teasing, being sarcastic, calling someone names, spreading rumours or making hurtful comments.
- Cyber – threatening or abusing someone by text message, phone calls, through e-mail, chat rooms, social network sites, video or any other technologies.
- Material – damaging or stealing someone's belongings.
- Racial or religious – calling another person racist names or making racist comments or gestures to or about someone.
- Sexist – making abusive comments or engaging in behaviour relating to whether someone is male, female or transgender.
- Sexual – making unwanted physical contact or sexual comments or abusing someone sexually.
- Homophobic – inappropriate comments or behaviour made towards someone who is openly, or thought to be, gay or bisexual.
- About learning difficulties/disabilities – making fun of someone's disability, calling them names, laughing at them or not letting them join in because of their disability.
- About any sort of difference – abusing someone because of what they look, like, what they believe, how clever they are, how much money they have,, where they come from, where they live, with whom they live, etc

3. Cyber-bullying

3.1 The rapid development of, and widespread access to, technology has proved a new medium for 'virtual' bullying, which can occur in or outside of the school. Cyber-bullying can happen to a child even when he/she is alone. It can happen any time of the night or day. Cyber-bullying messages can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source. The deleting of inappropriate or harassing messages, texts and pictures is extremely difficult after they have been posted.

4. e-Safety

4.1 Whilst regulation and technical solutions are very important, their use must be balanced by educating pupils to take a responsible approach. The education of pupils in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

4.2   E-safety should be a focus in all areas of the curriculum and staff will reinforce e-safety messages across the curriculum.   The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities.   For more information see the e-Safety policy.

5   Aims and objectives

5.1   Bullying is wrong and damages individual children and adults. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

5.2   We aim, as a school, to produce a safe and secure environment where all can learn or work, without anxiety, and measures are in place to reduce the likelihood of bullying.

5.3   This policy aims to produce a consistent school response to any bullying incidents that may occur.

5.4   We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

6   The role of governors

6.1   The governing body supports the Headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

6.2   The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Headteacher to keep accurate records of all incidents of bullying, and to report to the governors about the effectiveness of school anti-bullying strategies.

7   The role of the Headteacher

7.1   It is the responsibility of the Headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Headteacher reports to the governing body about the effectiveness of the anti-bullying policy.

7.2   The Headteacher ensures that all children know that bullying in any form is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may

decide to use an assembly as the forum in which to discuss with other children why this behaviour was wrong.

7.3 The Headteacher ensures that all staff, including lunchtime staff, receive training to be able to identify and deal with all incidents of bullying.

7.4 The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

8   **The role of the teacher and support staff**

8.1 The staff in the school take all types of bullying seriously, and seek to prevent any incidence of bullying from taking place.

8.2 Teachers and support staff keep records of significant incidents that happen using the *Behaviour Incident/Concern form* (BIC). If teachers or support staff witness, or hear of an act of bullying, they will either investigate it themselves or refer it to the Headteacher. Teachers and support staff do all they can to support the child who is being bullied. When appropriate the child's parents will be contacted.

8.3 Completed BIC forms are kept in the Headteacher's Office - these document all notified incidents of bullying that occur both in and out of class. The school will also record incidents that occur near the school, or on the children's way between school and home. Any adult who witnesses an act of bullying should record it on a BIC form.

8.4 When any bullying takes within a classroom the teacher will deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and age appropriate sanctions for the child who has carried out the bullying. Time is spent talking to the child who has bullied: explaining why his/her action was wrong; the child is encouraged to change his/her behaviour in future. Sanctions will be escalated if behaviour is not modified.

8.5 If a child is repeatedly involved in bullying other children the Headteacher and, where appropriate, the special needs coordinator will be informed. The child's parents will be invited into the school to discuss the situation. In some cases, the Headteacher may contact support agencies, such as the social services.

8.6 All members of staff are regularly trained to identify bullying and to follow school policy and procedures with regard to behaviour management.

8.7 Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Circle time is used to praise, reward and celebrate the success of all children, and thus to help create

a positive atmosphere. The School Family system and the Buddy System help create a climate in which bullying is less likely to happen.

9   The role of parents

9.1   Parents who are concerned that their child might be being bullied should contact their child's class teacher immediately.

9.2   Parents who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately

9.3   Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

9.4   Parents are urged to treat situations involving a child in the school with discretion and compassion. Parents should understand that the school cannot share confidential information about other children.

9.5   Parents are urged to work with the school to agree ways to improve matters rather than finding someone to blame.

9.6   Parents are reminded that they also have the responsibility to behave in a socially acceptable manner. On no occasion should they harass, threaten or abuse, in any manner (verbally, physically or via cyberspace), a pupil, member of the school staff, governor or another parent.

9.7   Every effort will be made to reach an amicable solution to any concern notified by a parent. If parents are not satisfied with the response by a teacher, or the action taken, they should contact the Headteacher. The school should be given time to investigate and affect necessary changes. If after a reasonable amount of time they feel that the bullying is not being dealt with, the parents should then follow the school's complaints policy/procedure.

10   The role of pupils

10.1   Pupils are encouraged to tell any adult that they trust if they are being bullied. If the bullying continues, they must keep on letting people know. Pupils should not try to deal with the problem on their own, hide what is happening nor should they exaggerate when reporting what has happened. They must not copy the bullying behaviour.

10.2   Pupils are invited to tell the school their views about a range of school issues, including bullying, in the pupil questionnaire.

10.3   Our School Council and some of our classes have helped develop the school's anti-bullying code.

10.4   A playground charter has been set up with the help of class Five.

11   Monitoring and review

11.1   This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors regularly about the effectiveness of the policy.

11.2   This anti-bullying policy is the governors' responsibility, and they regularly review its effectiveness.

11.3   This policy will be reviewed annually.