

Brinsley Primary and Nursery School
Learn today, be a star of tomorrow

School Policy for

Anti-Bullying

Person Responsible: Mrs Marie Wingrove
Mrs Fiona Bates

To be reviewed: October 2019

BRINSLEY PRIMARY SCHOOL

MISSION STATEMENT

At Brinsley Primary and Nursery School, we promise you a caring community where everyone can be STARS. As a pupil, you will SHINE and work in our TEAM to ACHIEVE your full potential in an exciting, creative environment; which will inspire you to learn and grow. Through our values, we RESPECT and have empathy for each other- SMILING along the way!

Introduction

At Brinsley Primary and Nursery School, we aim to provide a caring and diverse environment where all adults and children respect each other so we can all achieve our full potential.

We aim to provide a safe, caring and friendly environment for all our pupils to ensure that they are able to learn effectively, improve their life chances and help them maximise their potential. We believe that all children should be nurtured through spiritual, emotional, moral, cultural, intellectual and physical development.

Bullying of any kind is unacceptable at our school....because:

- Everyone has the right to feel welcome, secure and happy.
- We should treat everyone with consideration.
- If bullying happens it will be dealt with quickly and effectively.
- It is important to tell someone.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and effectively.

The school is aware of its legal obligations including the Equalities Act 2010. We are aware of role within the local community supporting parents and working with other agencies outside the school, where appropriate.

Policy Development

This policy was formulated in consultation with the help of an LEA advisor and representatives of the whole school community with input from members of staff (staff meetings, INSET), governors, parents/carers, children (including class and school council) and young people.

Pupils will consistently have the opportunity to contribute to the development of the policy through our School Council, weekly Social Emotional aspects of Learning (SEAL) lessons including circle time, Anti Bullying week (November).

The School Council will develop a student friendly version each year, to be displayed on the School Council notice board. School Council will launch Anti Bullying Week in November.

Parents are encouraged to contribute by: taking part in written consultations, parent meetings, and arranged workshops.

When other partners (extended schools, visiting external providers, representatives from local community etc.) work for substantial periods of time with our children, then they will be made aware of the policy.

This policy is available:

- Online at <http://www.brinsley.notts.sch.uk/>
- In the school prospectus
- From the school office
- Child friendly leaflet form

Roles and Responsibilities of the School

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 School has **Anti-Bullying Co-ordinators**: Mrs F Bates and Mrs M Wingrove (PHSE Co-ordinator) / Mrs E Haywood (Headteacher)

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. Encouraging supportive playground activities especially during lunchtime.
- Making all staff aware to encourage inclusive playing for all (non English speakers, SEN pupils, pupils with disabilities).
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents.
- Managing the reporting and recording of bullying incidents.
- 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: Mrs R. Bradford.

(See appendix 1 for roles of parents and children)

Definition of Bullying

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

<http://www.anti-bullyingalliance.org.uk/about-us.aspx>

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.

Recognising what Bullying Behaviour looks like:

Bullying generally falls into four main categories:

- **Physical:** pushing, kicking, hitting, pinching, spitting, taking belongings, throwing things, and forcing others to do things against their will and any form of violence and threats.
- **Verbal:** name calling, sarcasm, insulting remarks, taunting, mocking, racist, homophobic or sexist remarks and making comments/threats.
- **Indirect/Emotional:** spreading nasty stories or rumours, producing offensive graffiti, not talking to someone, deliberately leaving people out, deliberately avoiding people e.g. not sitting or lining up next to someone.
- **Cyberbullying:** sending abusive texts/pictures/emails and being abusive in chat rooms or on social networking sites, hacking into accounts online using internet enabled devices.

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'.

Why are children and young people bullied?

Prejudice Related Bullying

Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender

- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying - all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not appropriate, as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

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

Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its effects on children acknowledges that it may also persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims. We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents and their children who experience online bullying and will treat Cyberbullying the same way as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

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'.

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.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

What can cause bullying behaviour?

People bully for different reasons. The reasons could be:

- To feel powerful.
- Jealousy.
- To feel good about themselves.
- To be in control.

- Because they want something (attention, possession or friends).
- To look good in front of other people.
- To feel popular.
- To be big/clever.
- Just for fun.
- Because they are being bullied themselves.
- Because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way).

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)

The systems of reporting in our school:

- Children and young people in school are encouraged to confide in the class teacher or another adult in school/or at home that they feel comfortable talking to.
- Parents/carers are encouraged to inform the class teacher/anti bullying co-ordinator/head teacher to make them aware of any unreported incidents (please see Role of Parents above).
- All staff and visitors are asked to report and record any incidents using the agreed reporting log that is in the Head Teacher's office.
- Bystanders are encouraged to inform an adult in school/or at home that they feel comfortable confiding in.

Procedures

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

We strive to do the following:

- Interviewing all parties concerned to gain the full picture.
- Parents of the bully/suspected bully are invited in for a joint interview. In extreme cases children may be separated during the day until this meeting takes place to ensure the wellbeing of all involved.
- A range of responses appropriate to the situation: - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate
- Referral to Behaviour policy and school sanctions and how these may be applied- including what actions may be taken if bullying persists
- Follow up any incidents, especially keeping in touch with the person who reported the situation and parents/carers
- Support for both the victim and the bully.

(See Appendix 2 for Recommended Procedures in School for Reporting Bullying)

Recording Bullying and Evaluating the Policy

Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored by the Headteacher.

(A sample recording form is attached however schools may wish to consider using existing electronic monitoring where appropriate).

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced - related incidents (August 2014). **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottsc.gov.uk**

It is no longer necessary however, to submit a termly nil return to the team or complete a specific form. However, all incidents of confirmed bullying are communicated to the governing body termly in the Headteacher's report.

Information stored in school will be used to ensure individuals 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 discussed by staff in regular staff meetings.

This information will be presented to the governors as part of the annual report. (A sample summary sheet is attached)

The policy will be reviewed and updated every two years.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Brinsley Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

Strategies both as part of the curriculum and across the whole school including and celebrating good behaviour and achievements.

- Involvement in PSHE including the Anti-bullying Unit
- Involvement in Healthy Schools and British Values
- Anti-Bullying week annually in November
- PSHE/citizenship lessons through the PSHE units of work
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- School Council
- Parent information events and workshops
- Staff training and development for all staff

- A child friendly Anti-Bullying leaflet (created by our School Council) sent home twice yearly.

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- Restorative Justice (where appropriate)
- Counselling and/or Mediation schemes
- Small group work

Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

Support for parents/carers

- Parent groups
- Parent information events/information

Support for all school staff

- Staff training and development for all staff including those involved in lunchtime and before and after school activities

Links with other policies

- Behaviour Policy - Rewards and sanctions, codes of conduct
- Safeguarding Policy - child protection
- E-Safety and Acceptable Use Policy (Cyberbullying and internet safety) - Cyber bullying and e-safety.
- Equalities Policy (Race, Homophobia, SEN and Disability) - prejudice related crime (homophobia, race, religion and culture and SEN/disability).
- PSHE and Citizenship Policy - strategies to prevent bullying.
- Confidentiality Policy - reporting and recording.
- Complaints policy - guidelines to make a complaint if families are not happy with the schools response.

Useful Organisations

Nottinghamshire County Council Anti bullying Co-ordinator

Lorna Naylor Anti-bullying Coordinator

Children Families and Cultural Service

Meadow House

Littleworth

Mansfield

NG18 2TB

Tel: 01623 434501 Mobile: 07904594939 email: lorna.naylor@nottscc.gov.uk

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	0345 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	020 7730 3300
Parentline Plus	0808 800 2222
Youth Access	020 8772 9900
Bullying Online	www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Anti-bullying Alliance (ABA) - <http://www.anti-bullyingalliance.org.uk/about-us.aspx>

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

Mencap – <https://www.mencap.org.uk/>

Mencap is a learning disability charity that provides information and support to children and adults with a learning disability, and to their families and carers.

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a freephone helpline.

Stonewall - www.stonewall.org.uk

Information and support for LGBT communities and their allies.

School's Out – www.schools-out.org.uk

Childnet International – www.childnet-int.org

Childnet International - The UK's safer internet centre

NSPCC/ChildLine- www.nspcc.org.uk, www.childline.org.uk

ChildLine is a private and confidential service for children and young people up to the age of 19. NSPCC run several campaigns to support young people around bullying and internet safety

Show Racism the Red Card – <http://www.srtrc.org/>

APPENDIX ONE

Role of Parents/Carers

Parents/Carers have an important part to play in our anti-bullying policy.

We ask them to:

- Look out for unusual behaviour in their children - for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in their child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If they feel their child may be a victim of bullying behaviour, inform school immediately. Their complaint will be taken seriously and appropriate action will follow.
- If a child has bullied their child, we encourage them not approach that child on the playground or involve an older child to deal with the bully. School needs to be informed immediately.
- It is important that they advise their child not to fight back. It can make matters worse!
- Tell their child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure their child is not afraid to ask for help.
- If they know their child is involved in bullying, then please discuss the issues with them and then inform school. The matter will be dealt with appropriately.

Role of pupils

WHAT CAN YOU DO IF YOU ARE BEING BULLIED?

Remember that your silence is the bully's greatest weapon!

- Tell yourself that you do not deserve to be bullied, and that it is **WRONG!**
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset. It is hard but a bully thrives on someone's fear. Stay with a group of friends/people. There is safety in numbers.
- Be assertive - shout "No!" Walk confidently away. Go straight to a teacher or member of staff you feel comfortable with.
- Fighting back may make things worse. If you decide to fight back, talk to a teacher or parent/guardian first.
- Generally it is best to tell an adult you trust straight away. You will get immediate support. Teachers will take you seriously and will deal with bullies in a way which will end the bullying and will not make things worse for you.

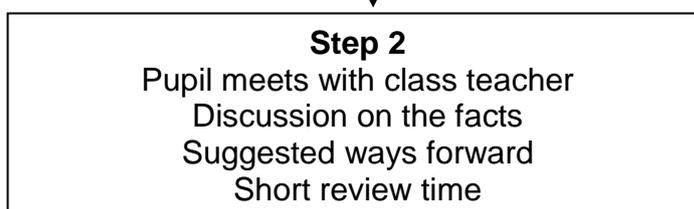
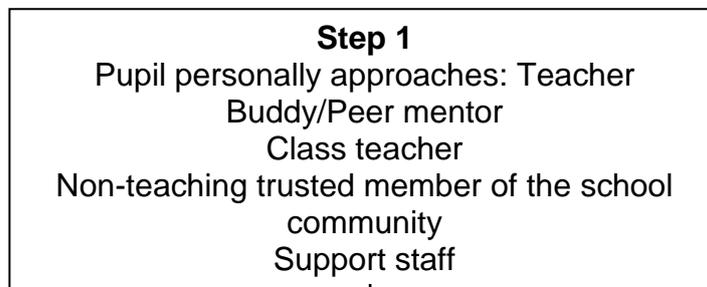
IF YOU KNOW SOMEONE IS BEING BULLIED:

- **TAKE ACTION!** Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- If you feel you cannot get involved, tell an adult **IMMEDIATELY**. Teachers have ways of dealing with the bully without getting you into trouble.
- Do not be, or pretend to be, friends with a bully.

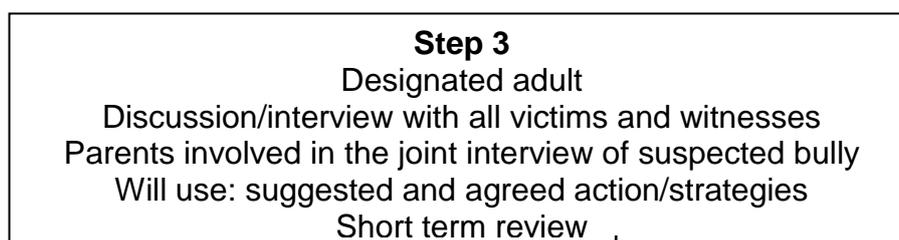
**APPENDIX TWO
RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING**

PATHWAYS OF HELP

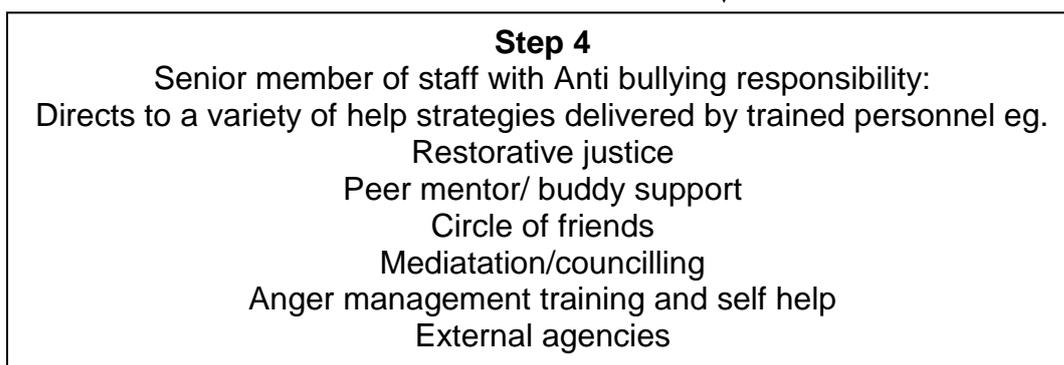
Child is bullied



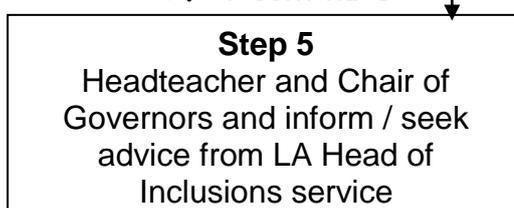
If it continues



If it continues



If it continues



SCHOOL BULLYING INCIDENT FORM

School

Date of Incident

Time of Incident

Nature/Type of Incident (Please Tick)

<i>Extortion</i>	<input type="checkbox"/>	<i>Personal possessions taken/damaged</i>	<input type="checkbox"/>
<i>Isolation/Being Ignored or Left Out</i>	<input type="checkbox"/>	<i>Forced into something against will</i>	<input type="checkbox"/>
<i>Physical</i>	<input type="checkbox"/>	<i>Written</i>	<input type="checkbox"/>
<i>Verbal (Name-Calling, Taunting, Mocking)</i>	<input type="checkbox"/>	<i>Spreading Rumours</i>	<input type="checkbox"/>
<i>Cyber (Email, Internet, Text)</i>	<input type="checkbox"/>	<i>Other (please specify)</i>	<input type="checkbox"/>

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: **V** Victim **R** Ring Leader **A** Associate **B** Bystander

Location of Incident (Please Tick)

<i>Classroom</i>	<input type="checkbox"/>	<i>School Bus</i>	<input type="checkbox"/>
<i>Playground/Yard</i>	<input type="checkbox"/>	<i>Outside/Around School Gates</i>	<input type="checkbox"/>
<i>Corridor</i>	<input type="checkbox"/>	<i>To/From School</i>	<input type="checkbox"/>
<i>Toilet</i>	<input type="checkbox"/>		<input type="checkbox"/>

If you feel the incident was motivated by any of the following please tick

<i>Appearance</i>	<input type="checkbox"/>	<i>Race/Ethnic Origin *</i>	<input type="checkbox"/>
<i>Disability/SEN</i>	<input type="checkbox"/>	<i>Sexual Orientation</i>	<input type="checkbox"/>
<i>Gender/Sexism</i>	<input type="checkbox"/>	<i>Home Circumstances including Looked After Childen/Young People</i>	<input type="checkbox"/>
<i>Religion</i>	<input type="checkbox"/>		<input type="checkbox"/>

* Reminder: These incidents should be recorded separately.

Brief summary of Incident

Action Taken include any exclusions, parental involvement, or involvement with external agencies.
Generally
If appropriate was a CAF used? YES/NO
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.

Form completed by:	Date:
--------------------	-------

Follow-up	Date

Name of school

Anti-bullying Review Sheet

Autumn/Spring/Summer Term

Type of Incident

Extortion	
Isolation	
Physical	
Verbal	
Cyberbullying	
Damage of property	
Forced to do something	
Spreading rumours	
Other (specify)	

Profile of Young People

Year	Ex	G	E	Isol	Phys	Verbal	Cyber	Prop	Force	Rumour	Other

G=gender(M/F) E=Ethnicity code

Location

Classroom	
Playground/school grounds	
Corridor/toilets	
School bus	
Outside school - cyberbullying	
- other	

Motivation

Appearance	
Gender/Sexism	
Religion/Culture/ Race	
Homophobia	
Disability/SEN	
Home/Family circumstances	
Other	