



## Brandesburton Primary School Anti Bullying Policy

**Brandesburton Primary School does not approve of bullying of any kind and will not tolerate it.**

We place friendship at the heart of our school and aim to ensure that all members of our learning community show the highest levels of care and concern towards each other and the world around them. By encouraging high standards of behaviour, through a positive approach, we seek to support our children as they learn to care for, and respect both themselves and other people in a safe and happy learning environment.

### **We define bullying as:**

- deliberate – when a person sets out to hurt someone else;
- ongoing - repeated;
- an imbalance of power - when someone wants to exert power over someone else.

### **We recognise that bullying can be:-**

- Physical: pushing, kicking, hitting, pinching, any form of violence.
- Verbal: name-calling, sarcasm, spreading rumours, persistent teasing.
- Emotional: tormenting, threatening, ridicule, humiliation, exclusion from groups or activities.
- Prejudicial: racial, homophobic and transgender taunts, gestures. The Governing Body holds statutory responsibility for ensuring that all cases of prejudicial bullying are dealt with swiftly and firmly. Parents/carers are involved at the onset. Required documentation is completed as appropriate.
- Sexual: unwanted physical contact, abusive comments.
- Cyber-bullying: the use of internet-based opportunities (e.g. social networking sites etc.) or mobile phones as tools for bullying. Pupils are not permitted to access social networking sites during school hours or to use school computers for contacting their peers by email (other than for supervised teaching purposes).

### **Bullying is not:-**

It is important to understand that bullying is not an occasional falling out with friends or one off name calling. Children do sometimes fall out and can say unkind things. When problems like this arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and develop social skills so as to be able to resolve relationships. Bullying is deliberate and repeated.

### **We believe that:**

- Similarities and differences are valued and celebrated to create an ethos of respect. Everyone is equally valued, regardless of race, religion, gender or disability.
- Children should feel safe enough to be able to tell someone and feel that they will be listened to. We must respect the feelings of the person being bullied and respond sensitively in order to meet the needs of the individual child concerned.

### **We aim** to provide a safe school where we approach bullying on:

- A reactive level – working together on strategies to deal with bullying incidents.
- A preventative level – working together on social, emotional and behavioural aspects of learning which are aimed at creating an ethos which supports positive, supportive behaviour.

Brandesburton Primary School is a 'telling' school where we support pupils to talk about any problems whether they have been the target of bullying or have witnessed such incidents. The person using bullying behaviours needs to know it is unacceptable and will not be tolerated.

Class charters are used and displayed prominently to encourage a team approach.

### **Vocabulary**

The words below describe the behaviours and roles (use of the terms bully and victim suggest fixed personality traits and imply permanence and resistance to change)

- The person (or child) who is bullied is referred to as the target of bullying (not the victim)
- The person doing the bullying can also be referred to as using bullying behaviours (rather than bully).

### **Action which should be taken if bullying occurs:**

- Remain calm and listen carefully.
- Take incidents or reports seriously.
- Take action immediately making a record of the incident.
- Reassure and offer concrete help, advice and support to the target(s) of bullying.
- Make it plain to the person using bullying behaviours that their behaviour is not acceptable.
- Encourage the person using bullying behaviours to see the situation from another's point of view.
- Decide on a consequence, but be careful **how** you do this. Reacting aggressively can give the message that it's ok to bully if you have the power.
- Explain the consequence and why it is being given.
- Inform school management and/or other appropriate persons as soon as possible and log the incident in the Behaviour Record Log. (Headteacher's office)
- Try to think ahead to prevent a recurrence of the incident.
- Parents/carers of both parties will be invited into school on separate occasions to be informed.
- Discussions to take place with the class teacher.
- Support through individual discussion sessions, social skills groups, playground buddies etc. A pupil may be offered a 'safe' place to go as necessary.
- Consult other professionals, e.g. Education Psychologist /Behaviour Support if appropriate.
- Identify curriculum opportunities to help children to understand, respect and show tolerance to others.

The school council are involved in giving feedback about current issues and will be consulted about the construction and implementation of this policy.

### **Parents**

- We ask that Parents/carers note how we define bullying.
- Parents/carers are invited to consult with their child's class teacher if they are worried about bullying and to liaise with the head teacher about any concerns.

### **Pupils**

Pupils who have been bullied will be supported by:-

- Offering an immediate opportunity to discuss the experience with a member of staff of their choice, this may be their special person.
- Reassuring the pupil.
- Offering continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:-

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or carers to help change the attitude of the pupil.

### **Staff**

Staff will be vigilant about behaviour patterns and will look out for signs of bullying which might include:-

- unwillingness to come to school
- withdrawn, isolated behaviour
- complaining about missing possessions
- refusal to talk about a problem
- being easily distressed
- damaged or incomplete work
- unexplained fall-off in standard of work

### **Curriculum based approaches to bullying:**

The curriculum is used to:

- Raise awareness about bullying behaviour and increase pupils understanding.
- Challenge attitudes about bullying behaviour and help build an ethos of positive focussing on friendship.

Through the curriculum it is possible to explore issues such as:

- What is bullying?

- What causes people to bully each other?
- How does it feel to be bullied/to bully?
- What are the effects of bullying behaviour on bullied pupils, on pupils who bully others, on bystanders?
- What can we do to ensure bullying does not occur?

### **Conclusion**

Acting together to help all members of the school community to recognise, discuss and act upon bullying in all its forms will contribute towards the achievement of the overall school vision & values and the purposes of the School Behaviour Policy. In particular, following the guidelines of the policy will assist in maintaining the safety and happiness of all members of the school community.

This policy has been produced in collaboration with the staff and pupils of Brandesburton Primary School and will be reviewed annually. We will assess its implementation and effectiveness.

Reviewed October 2016

To be reviewed October 2017

# **Brandesburton Primary School Anti-Bullying Charter**



**The staff, children, parents and governors of Brandesburton Primary School work together to maintain a school community in which bullying is unacceptable and is not tolerated.**

**We define bullying as deliberately hurtful behaviour, often repeated over a period of time. It can be physical, verbal or indirect: it can involve an inappropriate use of technology.**

**Bullying is taken seriously in our school and there are consequences for people who bully**

**Treat others as you wish to be treated**

**If you SEE something, SAY something**

**Tell someone...an adult in school, a friend, someone you trust**

**Channel your efforts into something worthwhile**