Barton Park Primary School

Anti-Bullying Policy

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Discussion at Staff Meeting	1 October 2021
Discussion with Full Governing Board	7 October 2021 - approved
Review	October 2022

<u>**Introduction**</u>

At Barton Park Primary School, we are committed to working with children, staff, governors and parents/carers to create a school environment where similarities are identified and celebrated, differences are valued and nurtured, and bullying, harassment and violence are never tolerated. This policy aims to help both prevent and tackle bullying in equal measure. We actively encourage every child to embrace and live by the above values, thereby developing knowledge, skills and attitudes which enable them to develop as reflective learners and grow to be stable, educated, respected and respectful adults in modern Britain. It is our duty to prepare every child for what will be expected of them by society, their secondary school, workplace or further study setting.

The purpose of this policy is to ensure a consistency of approach to hurtful behaviour and bullying within our school community. While we must understand that we are all individuals, everybody has the right to feel safe, all of the time.

This policy should be read in conjunction with the following school policies:

- Behaviour Policy
- Social Media and E-Safety Policy
- Equalities Policy
- Exclusions Policy
- Sex and Relationships Policy
- Child Protection and Safeguarding Policy
- SEND Policy

Contents:

What is bullying behaviour?

"Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face and online."
Anti-Bullying Alliance.

It is important to recognise which behaviours are the most common unkind behaviours that get labelled as bullying when they shouldn't. For behaviour to constitute bullying, it must contain three elements:
An imbalance of power, a repetition of hurtful behaviours and intent to inflict harm.

Types of bullying behaviours
Bullying behaviours can include:

- The repeated negative **use of bodily contact** to intentionally hurt others.
  Physical harm – e.g. hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods.

- The repeated negative **use of speech, sign language, or verbal gestures** to intentionally hurt others.
  Verbal harm – e.g. name calling, insulting, teasing, 'jokes'/banter, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events - e.g. bereavement, divorce, being in care.
  [Click here](#) to view the Anti-Bullying Alliance's 'Banter or Bullying?' webpage

- The repeated negative **use of actions, which are neither physical nor verbal,** to intentionally hurt others.
  Non-verbal harm – e.g. staring, body language, gestures .
  Indirect harm – e.g. excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures.

- The repeated negative **use of technology as a medium** to intentionally hurt others.
  Cyber harm – e.g. text messaging, instant messaging, internet chat rooms, the misuse of social media applications, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.

- The repeated negative treatment of another **incited by a parent/carer.**

Barton Park Primary School is aware that bullying may not just be amongst peer groups. If an allegation of bullying is communicated where the perpetrator is an adult, necessary safeguarding procedures will follow.

We acknowledge that some acts of bullying will constitute a criminal offence. Click on the following link which will take you to 'Bullying and the law' written by the Anti-Bullying Alliance.

([Bullying and the law – Anti-Bullying Alliance](#))

In these cases, we would seek advice from local services. For example, our Police Liaison Officer, the Local Authority's Anti-Bullying Officer and the Locality and Community Support Services (LCSS).

See Appendix 1 for information on the possible indicators of bullying

See Appendix 2 for more information on the following:

- Racism, Religion and Culture
- Homophobic, Biphobic and Transphobic Bullying
- Sexism
- Sexual Bullying
- Cyber Bullying

Bullying – Outside the school premises

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. *'Where bullying outside school is reported to school staff, it should be investigated and acted on.'*
(DfE Preventing and Tackling Bullying, p.6)

Bullying can take place on the way to and from school, before or after school hours, at the weekends, during the holidays and in the wider community. The nature of cyberbullying means that it can impact on pupils' well-being beyond the school day. Staff, parents/carers and pupils must be vigilant to bullying outside of school and report it in the same way that they would if they witnessed bullying in school.

At Barton Park Primary School we will follow the same procedures (see 'Dealing with a report of bullying') when it becomes apparent that bullying outside of school is affecting members of our school community. However, if the individual or group causing harm to a member of our community does not attend Barton Park Primary School, we will seek advice and guidance from local services (e.g. Schools, Police, Children's Social Care) to ensure action is initiated to address the bullying behaviour.

Unkind Behaviour vs. Bullying

At Barton Park we recognise that not every unkind action constitutes bullying. Young children of Primary age are still learning how to get along with others and they require parents, staff and other adults to model kindness, conflict resolution, inclusion and responsibility.

Whilst they are on this journey, pupils will occasionally do or say something that is hurtful. At Barton Park we understand that it is important to address the behaviour however also understand that it is equally as important to not label the pupil as a bully. Staff are able to distinguish between hurtful and unkind behaviour and bullying behaviour.

At Barton Park we recognise and understand the importance of labelling unkind behaviours correctly. This enables pupils to keep situations in perspective and aids in ensuring that incidents are handled appropriately

See Appendix 3 for more information on the following unkind behaviours:

- Expressing negative thoughts
- Being left out is not always bullying
- Experiencing conflict is not bullying
- Joking and teasing

Why is it important to tackle bullying?

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential".
Department for Education (2017)

At Barton Park we recognise that bullying is detrimental to all involved. The effects of bullying can be long term and can include; low self-esteem, low self-confidence, self-doubt, depression, anxiety, self-harm and in more extreme cases bullying may result in serious mental health difficulties, even suicide. It is the behaviour that needs to be labelled and tackled, rather than the individual.

Tackling bullying

Everyone at Barton Park takes responsibility for promoting a common anti-bullying approach by being supportive of each other and conveying a clear understanding that we disapprove of unacceptable behaviour, and by being clear across the school that we follow all of the school rules and classroom expectations. _All members of the school community are expected to report incidents of bullying._ Reports of unkind behaviour are tackled and dealt with in line with our school Behaviour Policy.

At Barton Park we create an atmosphere where anyone being bullied, or those who know about it, feel they are listened to, and action taken is done quickly and sensitively. Telling a member of staff can be direct or indirect and can be anonymous. We reiterate to pupils that not telling a member of staff likely results in the bullying continuing. We strive for high standards of behaviour as well as high standards of teaching and learning.

See Appendix 4 for information on what we do in order for pupils to achieve and feel safe within school.

Dealing with a report of bullying:

Whenever a report of bullying is communicated at Barton Park, a number of pre-arranged steps will commence. The exact nature of each step will depend on the nature of the incident and those involved.

- The incident will be talked through, at length, with all pupils involved
- Restorative conversations will take place between the pupils involved
- All pupils involved will be encouraged to express their feelings
- School rules or clear expectations that have been broken will be communicated to all involved
- Strategies to make amends will be discussed
- Parents of all pupils involved will be informed
- Formal letter home to the parents/carers of the pupil who has caused harm from the Headteacher and a copy is saved in their school file
- Individual Behaviour Plan to support the pupil and prevent reoccurrence. **See Appendix 5**.
- Positive and negative behaviours will be identified using a QCA Behaviour Assessment.
  See Appendix 6.
- Meeting between staff, parents and the pupil who has caused another harm
- Multi-Agency involvement where necessary (SAFE!, LCSS, Learner Engagement Team, SEN Officer, Children's Services, Virtual School)
- Suspension or Exclusion, where appropriate

Safeguarding

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action.

Special Educational Needs and Disabilities (SEND)

The headteacher should take account of any contributing factors when dealing with incidents of bullying.   Early intervention to address underlying causes of bullying behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviour of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, the school must request an emergency annual review.

Recording incidents of bullying

All bullying incidents should be recorded on Arbor by the member of staff that was informed. In addition to Arbor, the member of staff must ensure that they communicate the report immediately to a member of the Inclusion Team or Senior Leadership Team to avoid any time delay.

Parents of all pupils involved should be called by a member of the admin team to arrange a face to face meeting the same day that the incident has been reported. Depending on the individual circumstances, the meeting will be held by either the class teacher, a member of the inclusion team or a member of the Senior Leadership Team. Meeting minutes will be taken and recorded and appropriate next steps will be discussed and determined.

Obtaining the pupil voice is central to the culture and ethos of our school. We use the pupil voice to evaluate how relevant this policy is to pupil's lives and to ensure they feel safe and able to learn. Reflection sheets, completed by children as part of our restorative approach, are filed in a folder which is stored in the main office.

See Appendix 7 for the EYFS and Key Stage 1 'Pupil Voice Form' and 'Refection Form'
See Appendix 8 for the Key Stage 2 'Pupil Voice Form' and 'Refection Form'

Our Expectations

All members of staff at Barton Park play a vital role as they are at the forefront of behaviour management and supporting pupil's sense of well-being in school and have a duty to encourage positive behaviours and challenge any negative behaviours. All members of staff encountered by the pupils at school have a responsibility to model and promote respectful relationships, both in their dealings with the children and with each other, as their example has a huge influence on the pupils. Staff have the closest knowledge of the pupils in their care and build up a relationship involving mutual respect, mutual support and trust. Staff use the 'Four Constructs' of building nurturing and positive relationships; Self-awareness, empathy, positive discipline, appropriate expectations.

See Appendix 9 for a more in depth explanation of our expectations

For more information, if your child is being bullied, please click on the link below which will take you to Oxfordshire County Council's webpage; 'Help if your child is being bullied'

Support for pupils who have been harmed:

At Barton Park we support pupils who have been bullied and appropriate provision is put in place to meet the pupil's needs. The provision is dependent on individual circumstances but may include:

- Support from the class teacher
- Support from an adult with whom the pupil has a good relationship with
- Support from a member of the inclusion team
- A referral to the Mental Health Support Team within CAMHS
- A comprehensive referral to CAMHS
- A form of therapy e.g. Lego Therapy, Drawing and Talking, ELSA, Play Therapy
- Referral to Oxfordshire Children's Services
- Completion and submission of an Early Help Assessment

Adapted from 'Department for Education: Preventing and tackling bullying' (2017).

Monitoring

The headteacher is responsible for reporting to the Governing Body on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly Headteacher's report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding bullying, they should refer to the school's Complaints Policy before making direct contact with the Governing Body.

Date of policy amendment – November 2020
Date of next review – May 2021
There is liaison with parents and carers
Every term, Governors will see the data from the monitoring process
The Headteacher is responsible for this policy
The Chair of Governors has overall oversight of this policy

Further information can be found from the Department of Education document, 'Preventing and tackling bullying' 2017. https://www.gov.uk/government/publications/preventing-and-tackling-bullying