



TOGETHER WE GROW AND LEARN

Anti- Bullying Policy

Date approved: Spring 2016

Date to be Reviewed: Spring 2018

Governing Body: SDPC

1. Introduction

- 1.1 At Blidworth Oaks Primary School we have seven values that underpin the way we represent ourselves and interact with others. It is extremely important that we aim to create a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential and we believe our values support this.

We will continue to use our values to develop our understanding of bullying and that it is not accepted.

Integrity: Will support the understanding that we 'do the right thing even when no one is looking' highlighting the fact that bullying is something we do consciously and on purpose and is not something that we tolerate in our school.

Respect: Reminds both staff and pupils that we are all different and are entitled to be so. Therefore showing respect means that we do not judge others for being different and/or having different beliefs to our own.

Inclusion: Each person that attends our school is part of our community and therefore should be made to feel welcome and enjoy attending our school.

Responsibility: Underpins that we are responsible for our own actions and for making the right choices as a result emphasizing how unacceptable it is to take part in any 'bullying' acts and the need to report any such behaviours as soon as possible.

Aspiration: We aspire to be a school where all members feel safe and able to reach their potentials and where the fear of bullying is not a concern.

Inspiration: By showing others how we conduct ourselves both in and outside school we hope to inspire them to make the right choices and welcome everyone.

Resilience: We will strive to continue to make our environment welcoming to all that attend and realise that this is an ongoing requirement.

- 1.2 We would expect pupils to feel safe in school and in the community, including that they understand the issues relating to safety, such as bullying, and that they feel confident to seek support from school should they feel unsafe.

- 1.3 We feel that by creating a school climate of mutual support and praise for success, bullying will be 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.

- 1.4 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 well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

2. Policy Development

- 2.1 This policy was formulated in consultation with the whole school community with input from pupils, parents/carers, staff and governors.

- 2.2 Pupils have contributed to the development of this policy through class council. This policy has also received contributions and input from the School Parliament, House Captains and Playground Buddies.

- 2.3 Parents have been encouraged to contribute in this policy by taking part in anti-bullying committee meeting. Parents have also been given the opportunity for written consultation on the policy.

This policy is available

- Online at www.blidworthoaks.co.uk
- In the school prospectus

- From the school office
- Child friendly versions are on display, in welcome packs for new pupils
- A shorter version is available for all parents.

3. Roles and Responsibilities

3.1 Preventing and tackling bullying is the responsibility of every member of staff in our school. Every child will be listened to and effective action will take place where necessary.

3.2 **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.

3.3 **The Anti-bullying Coordinator** in our school is: Mrs Katy Wilson.

Their responsibilities are:

- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Coordinating strategies for preventing bullying behaviour
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

3.4 **The Governor** nominated with the responsibility for Anti-bullying is: Miss Amy Fetherston

4. Definition of Bullying

4.1 '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>

4.2 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.

4.3 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.

5. What does bullying look like?

- 5.1 Bullying can include:
- name calling

Blidworth Oaks Policy on Anti-bullying

- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

5.2 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'.

5.3 Why are children and young people bullied?

Specific types of bullying include:

- Prejudice crime related bullying of children with special educational needs or disabilities, homophobic and transphobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

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

5.4 Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also 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 have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a persons sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

5.5 Where does bullying take place?

Bullying is not confined to the school premises. Advice for school leaders to help with this problem and its affects 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.

5.6 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.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

6. Reporting and Responding to Bullying

6.1 Our school has clear and well publicized 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). These systems are:

6.2 Children and young people in school

- Inform a member of staff, or
- Inform a parent/carer, or
- Inform a 'Playground Buddy' (See Appendix B: Guidelines on Playground Buddies).
- Children may also ask a friend to speak to a member of staff on their behalf.

6.3 Parents/carers

- Inform their child's class teacher
- If the child's class teacher is not at school, inform a person from their child's area of school (eg. Foundation Stage Unit, Key Stage 1 or Key Stage 2).
- If they are unhappy with how a situation has been resolved, inform the Anti-bullying Co-ordinator and/or a senior member of staff by making an appointment at the School Office.
- If they are still unhappy with how a situation has been resolved, discuss this with the Head Teacher by making an appointment at the School Office.
- A copy of the complaints procedure is available and parents who are still unhappy will be advised to follow the procedures

6.4 All staff and visitors

- Inform a member of staff, or
- Inform the Anti-Bullying co-ordinator, or
- Inform a senior leader in school

6.5 Bystanders

- Inform a member of staff, or
- Inform their parent/carer, or
- Inform a 'Playground Buddy' (See Appendix B: Guidelines on Playground Buddies).

7. Procedures

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

7.2 On receiving a report of a bullying incident the following steps will be taken:

- All parties will be interviewed (Children with SEN may need support from the designated member of staff supporting them).
 - At this stage the interviewer will deem whether they believe this to be a bullying incident or not (in line with guidance from this policy)
 - If not, the incident will be treated in accordance with the schools behaviour policy
- Parents of the victim and bully **will** be informed and may be asked to come into school
- A range of responses will then be implemented that are appropriate to the situation. The following is an example and not a definitive list:
 - Solution focused discussion with all parties involved
 - Consequences in line with school behaviour systems
 - Restorative approach

Blidworth Oaks Policy on Anti-bullying

- Circle of friends
- Learning Power materials
- Referral to outside agencies
- Exclusion
- Outline the actions that will be taken if the bullying persists
- Follow up meetings/discussions with parties involved – keeping in touch with parents/carers
- Support for the victim and the bully
- A reminder to the school about why bullying behaviour is wrong

8. Recording Bullying and Evaluating the Policy

8.1 Bullying incidents will be recorded by the member of staff who deals with the incident and this will be stored in the whole school behaviour log which is kept in the Head Teacher's Office.

8.2 The school's template for recording bullying incidents is attached as 'Appendix A'.

8.3 The information stored will be used to ensure individual incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy and will be used to inform the School Development Plan

8.4 Bullying incidents are discussed at governor level.

8.5 The policy will be reviewed and updated every two years: Spring 2017

9. Strategies for Preventing Bullying

As part of our on going commitment to the safety and welfare of our pupils we at Blidworth Oaks Primary School have developed the following strategies to promote positive behaviour and discourage bullying behaviour.

- Whole School Positive Behaviour Reward System – Value Points.
- Whole School live by and work to our seven values.
- Learning Power lessons, exploring our values.
- Involvement in Healthy Schools.
- Anti-Bullying week which is linked to our Values weeks.
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety.
- School Parliament and Class Council.
- Peer mentoring schemes.
- Playground Buddies.
- Staff training and development for all staff.
- Restorative Justice.
- Work with outside agencies, eg. Targeted Support, CEOP (Child Exploitation and Online Protection).
- Work with our Parent Ambassadors to address any concerns or develop any ideas.
- SAFS (Student and Family Support Services) team.

10. Links with other policies

Behaviour Policy – for further information on sanctions and rewards

Safeguarding Policy – for further information on Child Protection

Internet Use Policy – for further information of cyber bullying

Equalities Policy – for further information on race, gender, disabilities

Inclusion Policy – for further information on SEND

Complaints Policy – for further information on our procedure

11. References, Documents and Related Policy/Guidance

Useful organisations

- Anti-bullying Alliance (ABA) - www.anti-bullying.org - 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 – www.mencap.org
- 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.
- Stonewall – www.stonewall.org.uk
- The lesbian, gay and bisexual charity
- 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.
- School's Out – www.schools-out.org.uk
- Beatbullying – www.beatbullying.org.uk
- Beatbullying is the leading bullying prevention charity in the UK and provides anti-bullying resources, information, advice and support for young people, parents and professionals affected by bullying.
- Childnet International – www.childnet-int.org
- Childnet International - The UK's safer internet centre

- References Documents and Related Policy/Guidance

- National Documents

- Safe to Learn- DCSF Guidelines
- Embedding anti-bullying work in schools – DCSF-00656-2007
- Homophobic bullying – DCSF – 00668-2007
- Cyberbullying – DCSF – 00658-2007
- Bullying Involving Children with Special Educational Needs and Disabilities – DCSF 00372-2008
- Cyberbullying - supporting school staff –Cyberbullying - A whole school community issue - www.education.gov.uk/publications
- (All pre 2010 documents previously available on teachernet may now be found in the National archive which can be accessed through this website).

Blidworth Oaks Policy on Anti-bullying



Appendix A: Reported Bullying Incident

Date:	Time:	Location:
Type of incident/s (Physical, damaged possessions, written, rumours, cyber, verbal etc):		
Person's involved (including their 'role' such as Victim, Bully or Bystander):		
Why do you feel the incident was motivated (Appearance, Race, SEND, Sexual Orientation, Gender, Home circumstances, religion etc):		
Brief Summary of incident:		
Action Taken Generally:		
Action Taken with individuals:		
Form completed by:	Date:	



Appendix B: Guidelines on Playground Buddies

Our Playtime Buddy scheme aims to contribute towards creating a safe school environment. It is part of our whole school policy on developing positive behaviour and relationships. Improving the playground environment is likely to enhance learning, promote good behaviour and encourage attendance.

Our Playground Buddy scheme helps to raise self-esteem of all children in the school and provide additional support for those who are particularly vulnerable. Playground Buddies provide positive role models for other pupils and encourage independence and problem solving skills.

Our Playground Buddies will:

- Be available for children to come to if they have a problem on the playground
- Be welcoming and friendly
- Listen to how children might be feeling
- Offer advice on how to solve problems
- Know when to speak to a member of staff about an incident
- Be fully trained before undertaking their role
- Meet on weekly basis with the Playground Buddy Coordinator