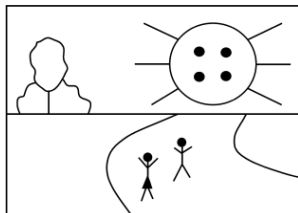


Button Lane Primary School



Anti Bullying Policy

(Safeguarding File)

Reviewed by governing body on 13 October	Next Review date October 2024
Signed by Chair of Governors Sarah Steele	Signed by Headteacher Emma Roberts
Written By Emma Roberts	Presented to Full Governing Body

Anti-bullying policy

At Button Lane Primary School, we want our pupils to feel safe and secure and able to build positive relationships with their peers and with adults. To do this we aim to provide a supportive environment that promotes mutual respect.

Bullying behaviour can impact on wellbeing and can affect participation, attainment and inclusion. We also seek to support parents and carers in their role.

Article 19

You have the right to be protected from being hurt and mistreated in body or mind.

Children and young people who feel cared for and valued are much more likely to be successful and confident learners who are responsible citizens and effective contributors. In order for these outcomes to be achieved, children should be: safe; healthy; achieving; nurtured; active; respected and responsible; and included.

Objectives of this Policy

- To ensure that everyone in the school community have an understanding of what bullying is and how the school will deal with incidences of bullying
- To develop a listening caring ethos at Button Lane where any form of bullying is not tolerated and dealt with in the appropriate manner
- To encourage discussion and not make premature assumptions and to foster a problem solving approach
- The staff is made aware of the anti-bullying policy by the Senior Leadership Team and has access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour

What is bullying?

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone.

It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

Bullying can take different forms, it could include:

- Physical bullying: hitting, slapping or pushing someone
- Verbal bullying: name calling, gossiping or threatening messages
- Non-verbal abuse: hand signs or text messages
- Emotional abuse: threatening, intimidating or humiliating someone
- Exclusion: ignoring or isolating someone
- Undermining, constant criticism or spreading rumours
- Controlling or manipulating someone
- Making silent or hoax calls

The following types of bullying are also hate crime:

- Racial, sexual, transphobic or homophobic behaviour
- Bullying someone because they have a disability

Cyberbullying

Cyberbullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go, via social networks, gaming and mobile phones.

Cyberbullying can include the following:

- Sending threatening or abusive text messages
- Creating and sharing embarrassing images or videos
- Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- Excluding children from online games, activities or friendship groups
- Shaming someone online
- Setting up hate sites or groups about a particular child
- Encouraging young people to self-harm
- Voting for or against someone in an abusive poll
- Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- Sending explicit messages, also known as sexting
- Pressurising children into sending sexual images or engaging in sexual conversations

Signs of Bullying

No single sign will indicate for certain that a child is being bullied, but the following indicators are a sign to look out for:

- Belongings getting lost or damaged
- Physical injuries, such as unexplained bruises
- Being afraid to go to school, being mysteriously 'ill' each morning, or skipping school
- Not doing as well at school
- Asking for or stealing money (to give to whoever is bullying them)
- Being nervous, losing confidence or becoming distressed and withdrawn
- Problems with eating or sleeping
- Bullying others

Impact of Bullying

It is crucial to take into account the impact that bullying behaviour has on a child or young person.

Bullying is a behaviour which leaves people feeling helpless, frightened, anxious, depressed or demeaned. Actions can affect people in different ways and this should be taken into consideration.

Prejudice-Based Bullying

We will work to safeguard any child who may be vulnerable to bullying as a result of a real or perceived difference affecting them or a group to which the child is perceived to belong. We will respond to any prejudice based bullying, as identified in the Equalities Act 2010. The protected characteristics which apply directly or indirectly to pupils in school are:

- Disability
- Gender reassignment
- Race, ethnicity or nationality
- Religion or belief
- Gender, including sexism
- Sexual orientation, including homophobia

Article 2

All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or a girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Investigating Reports of Bullying

The member of staff to whom the incident is first reported, or who has witnessed the incident, will take the incident seriously. They will inform the Head Teacher or Deputy Head Teacher, who will investigate.

The investigator will:

- Interview the pupil(s) involved.
- Interview any witnesses to the behaviour or incidents.
- Listen to the individual perspectives of all involved.
- Ask the pupil(s) experiencing bullying behaviour what they wish to see resulting from the investigation.

If the investigation necessitates action to be taken, the investigator or appropriate personnel will:

- Make it clear the type of behaviour exhibited is unacceptable.
- Work with the person showing bullying behaviour to make them aware of the impact of their actions on others.
- Support the person showing bullying behaviour using restorative practices to improve their behaviour and prevent a recurrence.
- Disciplinary action may be taken against the pupil or pupils displaying bullying behaviour, which may include exclusion.
- Involve members of staff, including, if appropriate, staff in other agencies, who support the young person experiencing bullying behaviour and the person displaying bullying behaviour.
- If appropriate, inform parents/carers of the incident and any action taken, seeking to work in partnership.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place and it will be considered that the incident is closed.

Outcomes

Our approach to bullying reflects, our values of **RESPECT**. Responses to bullying also focus on developing resilience and promoting positive relationships between young people. It is important to ensure that the pupil who has experienced bullying behaviour feels listened to and supported.

It is also important to help young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We aim to challenge prejudice and offer the opportunity to learn and change behaviour. Consideration is always given to any factors that may impact upon a young person's well-being including the additional support needs of those involved.

Prevention

We will use various methods for helping children to prevent bullying. This will include:

- Have a listening and caring ethos
- Encourage discussion and don't make premature assumptions
- Adopt a problem solving approach
- Staff are made aware of the anti-bullying policy and have access to where the policy is kept.
- Explore issues through the curriculum by PSHE, assemblies and Anti-bullying week.
- Support the bully and the victim in modifying behaviour
- Provide information through notice boards, posters and Child line.
- Provide support through our pastoral team.

- The anti-bullying policy works alongside the positive relationships and behaviour policy. This is discussed with the children so they are informed of the procedures
- Rights Respecting Schools Programme
- Use of worry/communication boxes to allow confidential expressing of concerns
- Adults modelling behaviour that is respectful, nurturing and caring

Recording and Monitoring Bullying

All incidents of bullying behaviour will be recorded on CPOMs. The following information will be recorded

- The children and young people involved, as well as staff or other adults
- Where and when bullying has taken place
- The type of bullying experienced, e.g. name-calling, rumours, threats etc.
- Any underlying prejudice including details of any protected characteristic(s)
- Consideration of personal or additional support needs and wellbeing concerns
- Actions taken including resolution at an individual or organisational level.

CPOMS is a secure, digital recording system and procedures for maintaining and monitoring the log adhere to Data Protection principles.

Children and Young People with Additional Support Needs

Children and young people with additional support needs are particularly vulnerable as their difficulties with social interaction with their peers may leave them feeling isolated or unable to report bullying.

Some children and young people with additional support needs, particularly those with communication difficulties, may find it hard to understand why they are being bullied and/or why others perceive their behaviour as bullying.

Those with additional support needs may be less likely to seek help than their peers. There are many reasons for this, including communication difficulties, a feeling that they will not be listened to, or they have accepted bullying as the norm and therefore do not see the point of speaking out. It may be appropriate to involve other agencies for children and young people with additional support needs, e.g. educational psychologists, social work, children's services, English as an Additional Language, speech and language specialists etc.

It is important to recognise that thresholds for bullying behaviour may be subtly different for those who do have additional support needs. The process of investigating allegations will therefore take into account the difficulties experienced by those with additional support needs.

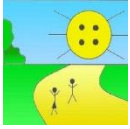
Advice for Pupils, Parents and Staff

If you are a person who is experiencing bullying behaviour, a person who is demonstrating bullying behaviour or a member of staff or parent who is supporting someone who has experienced bullying, then it is important that you know what is expected of you.

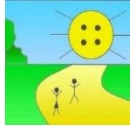
Role of the pupil	Role of staff members in school	Role of parents
• Action will be taken if you tell an adult you can trust. You may feel comfortable telling a parent, teacher or family member. • If you are aware of someone else who is experiencing bullying behaviour, report it. • If you are displaying bullying behaviour and you don't know how to stop – speak to someone and ask for help. • Be involved in restorative conversations with all parties. Feel confident and supported when sharing your views and feelings. • Understand the impact of your actions on others. • Engage positively with lessons around the topic of bullying in school. • Develop self-regulation skills.	• To be fully aware of the school's Anti-Bullying policy. Staff members to be involved in the writing and regular updating of the policy. • To fully understand and follow the procedures for recording, managing and monitoring bullying incidents. • Take any concerns of bullying behaviour seriously and investigate matters thoroughly. Take appropriate action and keep parents informed. • To support children who have experienced bullying behaviour or have demonstrated bullying behaviour. Listen and respond accordingly. Agree a plan for ongoing support. • To share relevant information concerning individual children and incidents of bullying with the child's parent or other professionals as required, to ensure safety at all times. • Evaluate practice regularly.	• Be aware of any changes in behaviour. Any change is worth noting. • Monitor your child's online activity and refer to useful sources of information regarding internet safety. • Support your child in learning about bullying and share the anti-bullying message. • Contact the school as soon as possible should any incidents arise and ask to speak to the class teacher or one of the DHTs or HT. • Keep a record if bullying behaviour persists – who, what, when, where. • Work in partnership with the school to support your child, whether your child is experiencing bullying behaviour or displaying bullying behaviour.

Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.



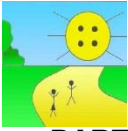
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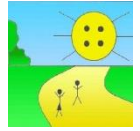
REPORT ON A BULLYING INCIDENT BY PARENTS/CARERS.

PART ONE – to be completed by the person reporting the incident.

Full name and address of the person reporting the incident	
Date, time and place of the incident	
Please provide a full description of the incident (specific details rather than general comments are required in order to deal with the reported incident)	
Signature:	Date:



Button Lane Primary School



PART TWO – To be completed by the person investigating the incident

Names of investigator(s)	Date the investigation took place
Main finding(s)	
Actions taken and support for the subject	
Signature:	Date:

Supporting Organisations and Guidance

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Beat Bullying: www.beatbullying.org
- Childline: www.childline.org.uk
- DfE: “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies”, and “Supporting children and young people who are bullied: advice for schools” March 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: “No health without mental health”: <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- **Cyberbullying**
- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- **LGBT**
- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk
- **SEND**
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Racism and Hate**
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Show Racism the Red Card: www.srrtc.org/educational