

Brandhall Primary School



Anti-Bullying Policy

Last Reviewed: September 2020

Next Review Date: September 2021

BRANDHALL PRIMARY SCHOOL

Anti-Bullying Policy

Terminology

What is bullying?

- Deliberately hurtful behaviour
- Repeated; often over a period of time
- It is difficult for those being bullied to defend themselves

There are four main types of bullying:

- Physical – hitting, kicking, taking belongings
- Verbal – name-calling, insulting, racist remarks, winding up
- Indirect – spreading stories about someone, excluding someone from social groups
- Cyber – using the internet, email, online games or other digital technology to threaten, tease, humiliate or tease someone else.

A working definition for use with children: -

“A pupil is being bullied, or picked on, when another pupil or a group of pupils repeatedly say nasty things to him or her. It is also bullying when a pupil is repeatedly hit, kicked, threatened, sent nasty notes, when no-one talks to them and things like that.”

If two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying, though is, of course, unacceptable behaviour and will be dealt with appropriately.

Statement of Intent

Brandhall Primary School will not tolerate bullying. Children must be encouraged to tell adults if they are bullied. This is made possible in several ways, in order to recognize the different needs that different children have taking into account anxieties and worries that they may have about disclosing bullying. A message box is available for children to write down concerns. Selected children will be trained as buddies to offer advice and support to children. Staff will receive regular safeguarding training and be vigilant. Discussion of bullying should be encouraged in response to

instances of serious bullying through stories of role play, R.E and PHSE. Annual surveys will be carried out with all key stage two children to ascertain levels of bullying in school, children's perception of safety within school and their views of school response. This data will be used to measure the impact of school work to tackle and reduce bullying in school. Anti Bullying Week is always recognized and highlighted, often with specialty workshops and educational visits from outside agencies (this has included theatre performances, workshops using virtual reality equipment and visits from local authority agencies).

Why Tackle Bullying?

- Because everyone has the right to feel safe
- Bullying makes people unhappy and leads to low self esteem
- Pupils who are being bullied are unlikely to concentrate fully on their schoolwork.
- Some pupils avoid being bullied by not attending school
- Pupils who observe unchallenged bullying behaviour are likely to copy this anti-social behaviour.
- It is an essential aspect of our school ethos care, belief and trust.

Recognising Bullying

It is sometimes difficult to distinguish between play fighting and bullying. Children in play fights often:

- Are smiling or laughing
- Make mock blows or kicks which do not connect
- May take turns being on top or chasing one another.
- Play in the open and are ignored by other pupils.

Children who are being physically bullied often;

- Frown or look unhappy or angry
- Try to move away from their aggressor
- Do not take turns
- If in view of other pupils, may get considerable attention from the bully.

Supervisors need to be vigilant, keeping an eye on group play situations. They also need to watch for pupils who seem to be isolated.

Awareness of Problem Areas

Organised factors may be a source of behavioural problems, e.g.

- Long queues of hungry children
- Insufficient toilet facilities
- Cramped cloakrooms

These factors can lead to short tempers and conflict. Supervisors need to be vigilant in problems.

Procedures for Dealing with Bullying

- To inform all children of the “pathway” to deal with incidents of bullying in school. The starting point is to seek support from buddies, friends or a member of staff. The next step is to inform a senior manager. The pathway includes a range of tools including using the reflection room at lunchtimes to talk in confidence to a senior manager and worry boxes to write down concerns.
See appendix A – Anti Bullying Pathway
- All staff members who are made aware of a bullying incident to inform class teacher and a senior manager within school.
- If this is the first incident the class teacher will investigate, talking to both the “bully” and the “victim”. Appropriate sanctions depending on the severity of the incident will be enforced.
- In the event of a second occurrence a senior manager will lead to a further discussion including the “bully”, the “victim” and parent’s. These discussions will include behaviour targets, expectations and consequences.
- A third occurrence will result in an exclusion for the bully. This will be internal or a school exclusion depending on the severity of the incident.

Support for Victims

All children who have experienced bullying will be offered a range of support to meet their needs. The support includes:

- Counselling
- Self esteem / Confidence workshops
- Card to allow children to leave class if needed to speak to a senior manager
- Alternative lunch and break activities
- Information on external support including child-line.

Success Criteria

Expected effects of anti-bullying policy:

- Children demonstrate increased awareness of pathway through use of worry boxes and sharing concerns
- All staff are more vigilant in response to bullying behaviour
- Annual Anti bullying Questionnaires show an increasing majority of pupils feeling safe, that the school is trying to reduce and prevent bullying behaviour and that there is generally less bullying in school.



Brandhall Primary School

Anti-Bullying Pathway

Our school is a friendship only zone!

If you are being bullied, or if you think you have seen bullying at school, here is the official Brandhall Anti-bullying pathway – there are 3 routes you can choose:

1. Tell a member of staff

If you talk to any adult in school, they will be able to get you some help, so that we can put a stop to the problem. 😊

2. Tell a member of school council

If you are too nervous to talk to an adult, talk to a member of school council (their photos are all on the school council display near the front of school). They will take you to see Mr Moore or they can talk to him for you. 😊

3. Use the message box

If you would prefer to write it down, you can write a note and pop it in the message box outside the school hall. It is checked several times a day, so as soon as someone reads your message, they will be able to help. Remember to write your name and your class on there so that we can get back to you! 😊

How ever you choose to tell us – we will always listen.