



# **Birley Spa Community Primary School Anti-bullying Policy**

**2016/17**

Birley Spa is committed to ensure that all students feel welcome and that they belong at Birley Spa. We will ensure that all pupils feel safe and happy in school and are able to learn in a supportive, caring environment without the fear of being bullied. Bullying is an anti-social behaviour it is unacceptable and will not be tolerated by the school.

## 1. **Philosophy**

1.1 The values and beliefs underlying this policy are encapsulated in the following statement of purpose:-

- all bullying is unacceptable, regardless of who bullies or how it is delivered or what reasons are given to justify bullying actions,
- Birley Spa Community Primary School recognises that bullying has a detrimental effect on children and young people and will work actively to minimise the risks of bullying.
- victims of bullying should be treated in a supportive manner and their support should not be regarded as a burden to staff and peer groups.
- the harmful effect of bullying on educational performance is recognised. We are committed to combating all bullying behaviour in partnership with the relevant agencies.
- bullies need to change their behaviour. (It is the behaviour not the person that is condemned) and they too will need support)

## 2. **Aims of the policy:**

- All governors, teaching and non-teaching staff, pupils, parents and carers should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when it bullying is reported.
- All pupils, parents and carers should know what the school policy is on bullying, and what they should do if bullying occurs.
- To deal effectively with bullying.
- To ensure that all members of the school community feel responsible for combating bullying.

## 3. **What is bullying?**

3.1 Bullying is defined at Birley Spa Community Primary school as

‘Behaviour by an individual or group, repeated over time whether frequent or infrequent, that intentionally hurts another individual or group either physically or emotionally.

3.2 This behaviour could be:

3.2.1 **Emotional:** being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)

3.2.2 **Physical:** pushing, kicking, hitting, punching or any use of violence.

3.2.3 **Sexual:** unwanted physically contact or sexually abusive comments.

3.2.4 **Direct or indirect bullying:** name calling, sarcasm, spreading rumours, teasing.

3.2.5 **Cyber bullying:** all areas of the internet, such as email and internet chat rooms and social media misuse. Mobile threats by text messaging and calls. Misuse of associated technology i.e. cameras and video facilities, games consoles.

3.2.6 **Prejudice based bullying:**

Prejudice-based bullying (also known as Identity-based bullying) refers to any form of bullying related to the characteristics considered unique to a child's identity. These forms of bullying are not only targeted at an individual, but reflect negative attitudes towards a wider sub-community or group to whom that individual identifies with

Prejudice-based bullying can be separated in to 9 characteristics unique to a child's identity, these are:

- **Race or ethnicity:** bullying directed towards an individual which relates to their skin colour, ethnicity, or national identity. Includes racial taunts, graffiti or gestures.
- **Gypsy, Roma and Traveller:** because of or focusing on being a member of a travelling community.
- **Asylum seekers and refugees:** because of or focusing on being from refugee and asylum seeking backgrounds.
- **Religion or belief:** bullying motivated by prejudice against an individual's perceived or actual religious or spiritual beliefs and practices
- **Learning disability/difficulty:** Bullying of children who have an impairment which affects the way they learn, understand, socialise and communicate (i.e. speech and language difficulties).
- **Disability:** Bullying of children who have a physical or mental impairment For example, mobility, visual or hearing impairments, epilepsy, diabetes or a progressive condition such as multiple sclerosis.
- **Homophobic:** bullying because of or focusing on the issue of sexuality.
- **Gender:** bullying based around sexist attitudes or sexually inappropriate behaviours, intended to either demean or humiliate an individual because of their sex.
- **Transphobic:** bullying directed towards children whose gender identity is seen as being different to typical gender norms.

3.2.7 **Harassment:** systematic and/or continued unwanted and annoying actions of one party or a group, intending to disturb, threaten or upset

#### 4. **Bullying Information**

4.1 We are committed to developing a culture of inclusion, tolerance and respect in order to encourage mutually supportive students at Birley Spa School.

ALL bullying is unacceptable, regardless of who bullies, how it is delivered or what reasons are given to justify it.

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim

We realise that people who are bullied do not always show their hurt and speak about it. If you know someone is being bullied you must tell a teacher.

#### 4.2 **Signs and symptoms that someone is being bullied**

- Is frightened of walking to or from school.
- Doesn't want to go on the school/public bus.
- Begs to be driven to school.
- Changes their usual routine.
- Is unwilling to go to school (school phobic).
- Begins to truant.
- Becomes withdrawn, anxious, or lacking in confidence.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night or has nightmares.
- Feels ill in the mornings.
- Begins to do poorly in school work.
- Comes home with clothes torn or books damaged.
- Has possessions which are damaged or 'go missing'.
- Asks for money or starts stealing money (to pay bully)
- Has dinner or other monies continually 'lost'.
- Has unexplained cuts or bruises.
- Comes home starving (money/lunch has been stolen).
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Stops eating.
- Is frightened to say what's wrong.
- Gives improbable excuses for any of the above.
- Is afraid to use the internet or mobile phone.
- Is nervous or jumpy when a cyber-message is received.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

If you suspect your child is being bullied please report your concern to their teacher or a member of the safeguarding team so that we can investigate. It is important that you advise your child not to fight back, it can make it worse. Parents/carers must help us ensure we have a culture of tolerance and respect at school by promoting this at home.

Bullying directly impacts on emotional wellbeing of students and we will ensure that any reports of bullying are dealt with in accordance of the schools anti bullying policy.

#### **5. School will tackle bullying by;**

- Our home - school agreement and code of conduct involves students, parents, carers and teachers in setting out what we expect of each other as a caring community.
- School will display anti-bullying messages including details for children about who is the 'someone to turn to'.
- All students have PSHE lessons which cover bullying and how to deal with it during each school year.
- We shall keep students aware of the issue of bullying through assemblies and in lessons whenever it is appropriate.
- Taking part in anti-bullying week.
- Being involved in education initiatives that can help challenge bullying e.g. national healthy schools.
- Actively engaging children in challenging bullying e.g. peer support, student council
- Our school will provide 'worry boxes' for children with concerns in school.

#### **6. Role of staff**

- Staff will follow the equality policy; welcoming every child to our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest.
- Staff will challenge inappropriate and unpleasant comments.
- Staff to be aware of signs that bullying may be happening.
- Reports of bullying taking place will be investigated by the school swiftly.

#### **7. Role of governors**

- Governors will be informed of bullying incidents and will monitor the occurrence of these.
- There will be a specified governor for bullying.

## 8. The role of children in tackling bullying:

- You will always report bullying either towards you or when you see it happening to others. Don't keep it a secret. Not reporting a bullying incident allows the bully to continue with their bullying behaviour.
- You will never stand by and watch.
- You will walk away from situations and talk to an adult as soon as you can.
- You will avoid situations on Instagram and other social media and messaging services where bullying can take place and will try to persuade friends to do the same.
- You will avoid text messaging when it is used in hurtful ways.
- You will try your best to keep problems from outside school away from Birley Spa.
- You will follow Birley Spa's values and rules.

## 9. What will happen when bullying is reported?

9.1 If bullying is suspected an investigation will take place and we will talk to the suspected victim, the suspected bully and any witnesses.

- Investigations must be documented and any evidence recorded.
- If bullying is identified then appropriate action will be taken
  - They will be warned officially to stop bullying.
  - The bullies parents/carers will be informed and may be invited in for a meeting
  - They may be kept in during break and/or lunchtimes.
  - If they do not stop bullying they may be excluded for a fixed period.
  - If they will not end such behaviour, they will be recommended for permanent exclusion.
  - Some incidents of bullying may warrant intervention of the police depending upon the severity of the incident or if a crime has been committed

9.2 Where there is concern/allegation that bullying has taken place a 'alleged bullying incident report' will be completed. These will be completed and handed in to the safeguarding team so that incidents of bullying and their frequency can be monitored, and a decision on whether bullying has taken place can be reached. If it is found to be an incident of bullying then appropriate measures will be put in place to support all children involved. See Appendix 1 for form.

9.3 The school is responsible for completing a register of bullying incidents in line with the LA guidelines and will make a termly report of such incidents to the Governing body.

9.4 Birley Spa will aim to ensure that support is in place for the victims of those who have been bullied and that they are supported with their emotional wellbeing and to promote positive wellbeing and building resilience. Whilst

we will discipline those that bully others we will also offer to help them to change their behaviour.

#### 10 **Support for staff**

We will ensure appropriate agencies contact details are available for staff for example in the staff handbook and/or a section of school website and on notice boards in the staff room e.g. Human resources and Union representatives.

Bullying or harassment of staff should be reported to the Head teacher.

#### 11 **Complaints procedure**

If you wish to make a complaint please refer to the complaints policy.

#### 12. **Help organisations**

**NATIONAL BULLYING HELPLINE** 0845 22 55 787

**CHILD EXPLOITATION AND ONLINE PROTECTION (CEOP)** 08700 000 33 44

**KIDSCAPE PARENTS HELPLINE** (Monday - Friday, 10am - 4pm) 0845 1205204

**BULLYING ONLINE** [www.bullying.co.uk](http://www.bullying.co.uk)

**CHILDLINE** 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)

# Appendix

# 1



# Alleged Bullying Incident Report

Date \_\_\_\_\_ Time \_\_\_\_\_

Victim: \_\_\_\_\_

Perpetrator: \_\_\_\_\_

Witnesses: \_\_\_\_\_

Type of incident:

<b>Emotional</b> (e.g. excluding, tormenting, threatening gestures)		<b>Physical</b> (e.g. pushing, kicking, hitting, punching, use of violence)	
<b>Sexual</b> (unwanted physical contact or sexually abusive comments)		<b>Direct or indirect</b> (e.g. name calling, sarcasm, spreading rumours, teasing).	
<b>Harassment</b> (systemic and/or continued unwanted and annoying actions, intended to disturb, threaten and upset)		<b>Cyber</b> (all areas or internet or social media. Mobile phone or any other technology, e.g. games consoles, cameras).	
<b>Prejudice based</b> (anything relating to the characteristics considered to be unique to a child's identity)		<b>Please specify category of prejudice based bullying</b> (Race or ethnicity/ Gypsy Roma and Traveller/ Asylum seeker and refugees/ Religion or belief/ Learning disability/ Disability/ Homophobic/ Gender/ Transphobic)	

Where it happened:

Outside school		Toilets	
Classroom		Staffroom	
Play area/playground		Dining room	
Corridor		Other (specify)	

Account of what has happened: Please complete additional pages as necessary for student statements for anyone involved in the incident.

[Empty rectangular box for reporting details]

Person who reported the Incident: \_\_\_\_\_

Person completing the form: \_\_\_\_\_

Date: \_\_\_\_\_

Outcome of investigation into alleged bullying incident:  
**To be completed by a member of safeguarding team or C Robinson only.**

Bullying (including type)		Friendship disagreement	
Isolated incident		Other (e.g. accident)	

Name and role in school (eg. Pupil, teacher etc.)	Class	Role in incident e.g. victim/perpetrator	Ethnicity	Gender (M/F)

**Record of actions taken:** e.g. mediation, interview, discussion, exclusion, reported to parents and governors.

Head teacher’s signature: \_\_\_\_\_

Incident closure date: \_\_\_\_\_