**BEWSEY LODGE PRIMARY SCHOOL**



**ANTI-BULLYING POLICY**

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| Date of implementation | Sept 2023 |
| Date of Review | Sept 2026 |
| Signed by Chair | Nigel Spencer |
| Signed by Co-ordinator | Sarah Hopson |

**Policy Statement**

We are committed to providing a safe, friendly and caring environment for all of our pupils and staff, so that they can learn and work in a relaxed and secure atmosphere. Bullying of any kind is **NOT ACCEPTABLE** in our school and we work hard to ensure that bullying behaviour does not happen. However, if bullying does occur, it will be dealt with in a serious way.

All pupils are aware of what bullying is, the forms that it can take and why people bully. They are also taught and understand what to do if they are being bullied. Members of our school community know that any incidents of bullying will be dealt with promptly and effectively. We are a **TELLING** school and encourage members of our school community to seek help and advice from their family, friends or members of staff and not to suffer in silence. This also means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

This policy is a working document, which provides guidance and information on all aspects of bullying for school staff, parents/carers and Governors. To be accessible to all these groups, this document is on the school website and also available on request from the school office.

**Other related policies/documents:**

* Child Protection Policy
* Equality& Accessibility Policy
* Preventing and Tackling Bullying, DfE 2011
* Positive Behaviour Policy

*(this list is not exhaustive)*

**Our Safeguarding Mission**

Our mission is to ensure that all children and adults are safe from harm at all times and can thrive in an environment which is secure and free from abuse or bullying of any kind.

We work hard in creating a welcoming atmosphere, which develops the social and emotional needs of everyone; supporting, questioning, loving. At our school, people are nurtured, valued and treated equally. Worries, concerns and thoughts are listened to and addressed in an environment of mutual respect.

At our school, we are proud to feel:

**SAFE SECURE LOVED**

**Organisation and responsibility**

It is **EVERYONE’S** responsibility to prevent bullying from happening and to follow the school’s procedures, if they know or suspect bullying is taking place. These procedures are set out below.

It is the teacher’s responsibility to ensure that the children are fully aware of the facts about bullying and what to do if they feel they are being bullied. Weekly Jigsaw lessons and additional circle times allow the opportunity to discuss friendship, problems between friends and anti-bullying themes. The teacher should also ensure that they take an active role during anti-bullying week.

If there is an incident of bullying reported by a parent, or any teacher is concerned about a bullying incident, this must be recorded on the Bullying Incident Recording Form (see appendix 1) and passed to the school’s Business Manager, who reports them to the Local Authority, three times a year. Staff must also ensure that any incidents are brought to the attention of the Head Teacher. The Senior Leadership Team will also monitor the reports in the bullying incident folder to check for any patterns of behaviour.

If appropriate, the Head Teacher will also discuss the incident further with the person who reported it and ensure that it has been dealt with in an appropriate way.

If the Head Teacher feels the situation needs to be taken further then she will do this by speaking to the children involved. This may be as a class, in a group or on an individual basis and, depending on the circumstances, may then contact the parents of the children involved to arrange a meeting.

Supply teachers, volunteers and any other adults working within the school should report any bullying concerns to the class teacher or their Phase Leader.

**Children and parents**

We always encourage children to report any incidence of bullying to an adult, whether they are the victim, witness or friend of the victim.

Children can also place any concerns, worries or a request to speak to somebody into the ‘worry monster’, which is located in the SMSC area of every classroom. This “Monster” will be monitored regularly by class teachers and Miss Kearns.

It is the parents’ responsibility to support the school in their efforts to both prevent and deal with the issue of bullying. Parents are encouraged to share any concerns with their child’s class teacher or a member of the senior management team (see appendix 2). In serious cases, parents should be informed and will be asked to come into a meeting to discuss the problem.

**The Playground PALS**

In our school, we have a team of children, known as the Playground PALS (Positive Attitude, Leadership, Self- awareness) who support mental health and well-being on the playground. These children are volunteers and have been trained to deliver a range of activities to other children on the playground. These activities are carefully planned to link to our jigsaw curriculum. They promote and embed the learning that has taken place in each Jigsaw unit.

The Playground PALS are very visible to the children throughout school; they wear green hoodies. Children in our school are also aware that the Playground PALS can support them with any issues that they have in the playground. The children can take a Playground PAL to an adult to ask for support. The children are also aware that the Playground PALS promote the excellent standards of behavior that is an expectation in our school.

All of the children, including the Playground PALS, use our STIGS (Stop – no thank you, Tell an adult, Ignore, Grab a friend, Stand up for yourself) moto when dealing with unkind and unacceptable behavior in our playgrounds.

**Information**

What is bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying results in pain and distress to the victim. It is different from other types of aggressive behaviour because it is defined as behaviour that is frequently repeated towards the same person. We define bullying as physical or verbally aggressive behaviour that occurs ‘several times on purpose’. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours.

Bullying can be:

* Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
* Physical - pushing, kicking, hitting, punching or any use of violence
* Sexual - unwanted physical contact or sexually abusive comments
* Racist – racial taunts, graffiti, gestures
* Homophobic/Bi-phobic/Transphobic – because of, or focussing on, the issue of sexuality
* Verbal - name-calling, sarcasm, spreading rumours, teasing
* Cyber - All areas of the internet, such as email and internet chat room misuse, mobile phone threats by text, messaging and calls, misuse of associated technology, i.e. camera and video facilities.
* Sexist – because of, or focussing on, the issue of gender.

**Why is it important to respond to bullying?**

Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

**Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

* is frightened of walking to or from school
* doesn't want to go on the 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
* starts stammering
* attempts or threatens suicide or runs away
* cries themselves to sleep at night or has nightmares
* feels ill in the morning
* 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 someone who has asked them for money)
* has dinner or other monies continually ‘lost’
* has unexplained cuts or bruises
* comes home hungry (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 & 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.

**Prevention**

To try and prevent bullying from happening, we ensure that the staff and the children have a number of different prevention strategies. These include:

* An anti-bullying week every year to educate the children about bullying and how to deal with it.
* Involvement in writing and signing a class charter and class rules at the beginning of the year.
* Clear strategies in place for reporting incidents and taking them further if necessary.
* Assemblies
* Weekly Jigsaw lessons
* My Happy Minds (KS1)
* Individual/small group/whole class intervention, when appropriate
* The School has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
* Instances of aggressive or challenging behaviours are dealt with swiftly and seriously.
* Parents are aware of the policy and are updated regularly with information and advice via newsletters.

**Appendices**

Appendix 1 – Bullying Incident Recording Form

Appendix 2 – Senior Management Team:

**Appendix 1** – Bullying Incident Recording Form

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**Prejudice-Related Bullying**

**Incident Recording Form**

**Section one: your details**

|  |  |
| --- | --- |
| Name: | Date: |
| Job Title: | Time: |

**Section two: victim’s details**

**Name: Class:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | Female | | |  |  |  |
| Pupil | | Year Group | | | Staff | Visitor | Parent |
| Ethnic Minority | | Looked After Child | | |  | | |
| Refugee/asylum seeker  Learning difficulty and/or disability | | | | | | | |
| Gypsy, Roma or Traveller  Disability | | | | | | | |
| **Ethnic background**  **Asian or Asian British**  Indian  Pakistani  Bangladeshi  Any other Asian background  **White**  British  Irish  Traveller  Gypsy/Roma  Any other White background  Chinese  Any other ethnic background  **Religion** | | | **Black or Black British**  Caribbean  African  Any other Black background  **Mixed**  White and Black Caribbean  White and Black African  White and Asian  Any other mixed background | | | | |
| None  Christian  Buddhist | Hindu  Muslim  Sikh | | | Jewish  Other | | | |
| Is this a repeat incident on the part of the perpetrator?  Yes  No  Is this a repeat incident involving this victim?  Yes  No  Language if not English | | | | | | | |
|  | | | | | | | |

**Section three: incident details**

The offence is judged to be 1 one off

2 repeated incident

3 serious excludable offence (often fixed term)

4 very severe excludable offence ( fixed term or permanent)

|  |
| --- |
| Date and time of incident |
| Location |
| Witnessed by |
| Reported by |
| Reported to |

**Type of incident**

|  |  |  |  |
| --- | --- | --- | --- |
| **Verbal abuse**  gender  race/ethnicity  sexual orientation  Learning difficulty/disability  Disability  religion/faith  GRT  Asylum seeker/refugee  Gender identity  Appearance  other (specify) | **Verbal abuse and threats**  gender  race/ethnicity  sexual orientation  Learning difficulty/disability  Disability  religion/faith  GRT  Asylum seeker/refugee  Gender identity  Appearance  other (specify) | **Physical assault**  gender  race/ethnicity  sexual orientation  Learning difficulty/disability  Disability  religion/faith  GRT  Asylum seeker/refugee  Gender identity  Appearance  other (specify) | **Cyber Bullying**  gender  race/ethnicity  sexual orientation  Learning difficulty/disability  Disability  religion/faith  GRT  Asylum seeker/refugee  Gender identity  Appearance  other (specify) |

**Further details of the incident**

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| --- |
|  |

**Section four: alleged perpetrator’s details**

**Name: Class:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Male | | Female | | |  |  |  |
| Pupil | | Year Group | | | Staff | Visitor | Parent |
| Ethnic Minority | | Looked After Child | | |  | | |
| Refugee/asylum seeker  Learning difficulty or disability | | | | | | | |
| Gypsy, Roma or Traveller  Disability | | | | | | | |
| **Ethnic background**  **Asian or Asian British**  Indian  Pakistani  Bangladeshi  Any other Asian background  **White**  British  Irish  Traveller  Gypsy/Roma  Any other White background  Chinese  Any other ethnic background  **Religion/belief** | | | **Black or Black British**  Caribbean  African  Any other Black background  **Mixed**  White and Black Caribbean  White and Black African  White and Asian  Any other mixed background | | | | |
| None  Christian  Buddhist | Hindu  Muslim  Sikh | | | Jewish  Other | | | |
| Language if not English  How many  Male  Female  If more than one perpetrator please enter this information for all perpetrators separately | | | | | | | |

**Section five: action taken**

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| Investigation revealed that the incident was not prejudice-related  Perpetrator exonerated, no further action  Perpetrator reported to Headteacher or other senior manager  School anti-bullying policy explained to perpetrator  Parents/carers informed  Fixed term/permanent exclusion (delete as appropriate) of perpetrator(s)  Graffiti removed  Material confiscated and removed  External agencies involved (*please specify*)  Victim supported/counselled  Interventions in place to support perpetrator/s  Reported to Local Authority |

**Section six: further details**

Further details you may wish to add (please continue on a separate sheet if necessary)

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**Appendix 2** - Senior Leadership Team

Emma Wright (Head Teacher)

Liz Bailey (Deputy Head Teacher/Safeguarding Lead/SENCO)

Jen Albiston (Phase 1 Lead)

Sarah Hopson (Assistant Head Teacher / Phase 2 Lead)

Emma Stringer (Assistant Head Teacher, Phase 3 & Designated Provision Manager)

Natalie Muia (Assessment and Attendance Manager)