



# Braunstone Frith Primary Academy

## Anti-Bullying Policy



inspiration innovation integrity

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Policy Review Date:	JAN 2027	Head of School: Naomi Grant	<i>N Grant</i>
Ratified by Governing Body:			
Chair of Governors: Izzy Raid-Mackey	<i>I. Reid - M</i>		

## Written with reference to Preventing and Tackling Bullying, DfE 2017

This policy is informed by the most recent DfE guidance and is reviewed annually to ensure continued compliance. It is implemented alongside current statutory guidance including KCSIE, Behaviour in Schools and RSHE expectations.

Braunstone Frith Primary Academy is a No Outsiders school which means that we celebrate diversity and are committed to the principles of inclusion and equality. It is a primary aim of our school that every member of the school community feels valued and respected. We are a caring community where whole values are built on mutual trust and respect for all regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender. This means that our pupils can learn in a relaxed and secure atmosphere. The No Outsiders approach supports the Equality Act 2010 and the school's legal duty to promote equality and prevent discrimination.

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

### Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents will have an understanding of what bullying is.
- All governors, teaching and non-teaching staff will know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents will know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents will be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

### What is Bullying?

"Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual either physically or emotionally" (Preventing and Tackling Bullying: DfE: July 2017). Bullying involves a perceived imbalance of power between the perpetrator and victim. Bullying is different to other unacceptable behaviours.

It is **NOT** an occasional argument or falling out with peers. It is not a one off incident or disagreement; Bullying is an inappropriate behaviour that happens **Several Times On Purpose (STOP)**

Bullying can be:

Discriminatory: race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender

Emotional - being unfriendly, excluding, tormenting (eg hiding books, threatening gestures)

Physical : Pushing, kicking, hitting, punching or any use of violence

Sexual : Unwanted physical contact or sexually abusive comments

Verbal : Name-calling, sarcasm, spreading rumours, teasing

Cyber : All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & call, misuse of associated technology (i.e. camera & video facilities)

Material: - damage to belongings, obtaining belongings or money through force or threats

Perpetrators may use different pretexts as the basis of their bullying, basing their comments or actions on:

- The religious background or faith of the person bullied
- A disability, perceived physical difficulty or Special Educational Need.
- The race of the victim: eg racist name calling, taunts, graffiti or gestures
- The sexuality, or perceived sexuality, of the victim: eg homophobic bullying
- The gender identity of the victim eg. Transphobic bullying
- The gender of the victim eg. Sexist bullying
- The national origin of the victim

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

Where appropriate, bullying is treated as a form of child-on-child abuse.

All staff should also be aware of the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place this should be reported immediately to the Head teacher. If the Head teacher is suspected of bullying, the matter should be reported to the Chair of Governors. Staff will follow the MAT whistle blowing policy and or the school Low level concerns policy.

### **Why is it Important to Respond to Bullying?**

- British Law supports the Equality Act to ensure everybody is treated equally and without prejudice.
- 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.
- Every member of the school community should feel valued and respected – there are No Outsiders.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, any person who sends an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and

known or believed to be false by the sender, is guilty of an offence if their purpose in sending it was to cause distress or anxiety to the recipient.

Bullying which occurs outside school premises School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed. While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

## **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.<sup>1</sup> If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

## 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
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- 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

## Procedures – Reporting :

### Children

- Children are encouraged to '**Start Telling Other People**' - **STOP**
- They are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- Children can request to talk to someone.
- Children who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying.

### Staff

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.

- All staff are responsible for the health and well being of the children and have a duty to respond seriously to any claim of bullying.
- If they are unable to investigate the matter must be referred immediately to a senior member of staff.
- The Head teacher will also be informed and, if bullying is confirmed it will be logged using the school's behaviour tracking system, CPOMS – all instances of bullying will be recorded and monitored for patterns of behaviour.
- Possible concerns are recorded on CPOMS by members of staff. This is used to check for patterns of behaviour.
- Learning Assistants should report to a class teacher or senior manager if they have any concerns about potential bullying and should also record on cpoms.
- Lunchtime supervisors report to the lunchtime manager who in turn reports to SLT member on duty, class teachers or the Head teacher where there are any concerns about children's behaviour.

## Parents

- Parents are encouraged to share any concerns with their child's class teacher, school DSL's or a member of senior management.
- Parents are issued with an Anti-Bullying leaflet every year, confirming definitions, reporting procedures and support available.
- In serious cases parents should be informed and will be asked to come into a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, police will be consulted.

## Procedures – Outcomes :

### Victim

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- Victims will be reassured that they have done nothing to deserve the bullying and that what may have happened is not their 'fault'
- The victim will be consulted with, on how to rebuild relationships with the perpetrator if they want to do this.
- Following investigations, staff will 'check in' daily with children that have been the victim of bullying to ensure that the child feels happy and secure at school. This can include a written feelings tracker if necessary.

In July 2012 the cross Government ***No Health Without Mental Health***: Implementation Framework was published. It describes the role that both schools and local authorities should play in supporting children and young people's mental health and wellbeing.

### Perpetrator

- Most importantly, the perpetrator should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no recurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour. Depending on the severity of their behaviour, sanctions and support will include a selection of the following:
  - a behaviour plan

- structured lunchtimes including pastoral support
- involvement of parents to reinforce the unacceptable nature of bullying. Reflection time during the school day
- Other consequences may take place such as loss of break time or other 'privileges' in school in line with the behaviour policy.
- Depending on the severity of the bullying or if bullying persists, temporary suspension for one or more days may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## **Parents**

- Parents / carers of both victim and perpetrator will be kept informed throughout the process
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that wherever possible reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

## **Reconciliation**

- The perpetrator will be asked at a suitable point, once the victim has given permission to receive contact from them, to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a suitable period of time depending on the severity of the bullying so that any injustice can be rectified.

## **Procedures – Recording**

- All serious behaviour incidents are recorded on CPOMS. This is regularly reviewed by the lead DSL to see if there are patterns of behaviour that may be regarded as bullying.
  - Concerns about children are recorded by class teachers on CPOMS or by other members of staff on a concerns form, kept in the office.
  - Definite incidents of bullying are recorded on CPOMS which is used to highlight repeat incidents.
  - Incidents of bullying outside of school hours (eg on the way to or from school) that are reported to school either by parents, carers, pupils or others are logged on CPOMS. Such incidents will be followed up and if necessary reported to the relevant authority ie the police.
  - The Deputy Head is responsible for coordinating the recording system, liaising with class teachers and other staff to ensure that incidents of bullying are not missed.
  - Half-termly analysis of CPOMS and concerns forms (ie numbers of incidents, numbers of children involved, analysis of lunchtime behaviour etc) will help staff to measure the success of our policies of poor or challenging behaviour. Details of these reviews will be made available to all staff when issues are identified.
- Risk Mitigation plans maybe completed where necessary and for as long as required

## Prevention

No Outsiders is taught through the PSHE curriculum and aims to ensure all members of the school community feel included and equal. No Outsiders teaches values built on mutual trust and respect for all regardless of race, religion, ethnicity, sexual orientation, gender identity, disability, age or gender.

We aim to help children to prevent bullying. As and when appropriate, children may:

- Be involved in discussion about writing school rules
- **Be explicitly taught and reminded about the school's Anti-Bullying Charter**
- Write and sign class agreements at the start of each year
- Sign a home / school agreement
- Use the Jigsaw PSHE materials to support positive behaviours
- Read stories about bullying or have them read to a class or assembly
- Use role play and 'hot-seating' to help create feelings of empathy
- Have discussions about bullying and why it should not happen
- **Take part in Anti-Bullying week activities each year.**

The school has a range of strategies in place to help children work and behave cooperatively in order to minimise the possibility of bullying taking place. Whilst each allegation of bullying is taken seriously, we acknowledge that some instances may not be witnessed or able to be proven. On these occasions the school will monitor the behaviour of the pupils involved.

- We take part in the National Anti-bullying week in November each year, involving all children in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- The school has PSHE / PSED time (including circle time) to provide children with more opportunities to discuss their feelings and attitudes and to help create a positive climate in school and encourage cooperative behaviour. This includes teaching of No Outsiders.

The school takes part in a range of nationally recognised and local events to further enhance the curriculum work that we do. Some examples of these activities are a Braunstone Frith Day of Culture, Black History Month, Pride Month, International Women's Day, Stephen Larence Day and LGBTQ+ History Month.

- The school has a clear behaviour policy – REACH IT, that rewards positive behaviour. The Behaviour Rule Clouds in Foundation Stage are clear and straightforward and focus on positive attitudes.
- Records of red cards are kept which may be used to reveal patterns of behaviour which may be indicative of bullying.
- The school takes a proactive stance towards challenging behaviour, we have a clear process for children that are defiant. Children who struggle at lunchtime may have a risk mitigation plan or be monitored. We have 'Happy Lunchtimes' which ensures that all children are catered for and have plenty to do at lunchtime.

- The school works closely with parents and carers to make sure that any incidents are reported to the school so that children involved can then be monitored inside school as appropriate.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying.
- **Above all children are encouraged to ‘Start Telling Other People’ if they feel they are being bullied or if someone they know is being bullied.**

This policy will be reviewed annually and shared as part of the School Handbook at the start of each year to ensure that all staff are aware of the procedures to follow.