



# Bottesford CofE Primary School

## **Anti-Bullying Policy**

**‘Aspiring and Achieving All Together’**

Company No: 8259654 Registered Office: Silverwood Road, Bottesford, Nottingham. NG13 0BS

**The Standards Committee on behalf of the Board of Trustees of Bottesford C E  
Primary School reviewed and adopted this policy in January 2021.**

**It will be reviewed in 2022/23.**



Signed by Chair of Governors (Mrs. L. Ling)



Signed by Headteacher (Mrs. E. Barker)

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## EQUAL OPPORTUNITIES

We will promote equality of opportunity and good relations between people from different groups (pupil, parent or carer staff, trustees or visitors) regardless of their race, religion, background, gender or whether they are disabled. We will reinforce positive attitudes to diversity.

## AIMS

The aims of this policy are:

- To enable each child to be happy and safe in school.
- To ensure that all members of the school community understand what is bullying
- To state the school's strategies for preventing bullying
- To indicate how the school reports, responds and records incidents of bullying

## RATIONALE

The trustees and staff at Bottesford CE Primary School do not tolerate any bullying behaviour in whatever form. **Lead responsibility for bullying at Bottesford C of E Primary School:**

- Mrs E. Barker (Head Teacher)
- Mrs T. Jeffcoat and Ms T. Gardiner (Trustees)
- Mrs C. Totham (PSHE Co coordinator)

## DEFINITION

Bullying is regarded as being any **repeated, targeted** behaviour which causes hurt, fear or distress to another person

It takes many forms:

- **Physical** – hits, spits, push, kick; damage to / hiding belongings
- **Indirect / Direct verbal**- behind your back and to your face threats, insults, nasty teasing, hand signs, blackmail
- **Relational**- rumours, social exclusion, using a third person
- **Cyber bullying**- email, text message, instant messaging, social networking

- **Homophobic bullying**- calling 'gay' or 'lesbian'
- **Racist**- graffiti, calling racist names
- **Sexual**- rude comments, inappropriate touching -
- **SEN or disability appearance or health conditions**
- **Home circumstances, including Young Carers and poverty**

Bullying may also occur between adult – child or adult – adult. This should be reported to the Head teacher, unless s/he is involved, then it should be brought to the attention of the Key stage coordinators and / or Chair of Trustees.

Bullying is different from other unacceptable behaviour because it has the potential to seriously damage the mental health of the victim. Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter. Children may not be aware that they are being bullied; because they may be too young or have a level of Special Educational Needs which means that they may be unable to realise what others may be doing to them.

## **CREATING A SAFE SCHOOL**

- Recognising different forms of bullying (Several Times On Purpose, STOP) and how to inform adults; Bystander Behaviour and strategies for avoiding / resolving bullying situations will be taught during Anti-Bullying week
- Positive behaviour and attitudes are explicitly taught and reinforced through citizenship in Anti-Bullying week, PSHE curriculum, Circle time, School Council and assemblies. These are modelled by all adults with pupils and other staff
- Play times are well supervised and safe play is actively encouraged by 'play' trained adults
- The LA leaflet 'Together we can Tackle Bullying' is available for parents and children
- The school will actively work to keep its policy and practice up to date by providing appropriate training for staff and trustees.
- Use of 'Playground Peacemakers' and 'Buddies', where necessary, to provide general playground support and to vulnerable individuals.
- All staff will follow the school's SEN and Behaviour Policies.

**In the event of an incident of bullying, the following procedures will occur**

1. Children should report the bullying incident to an adult who will talk to all relevant parties and gather evidence as soon as possible. See Appendix 1 – Pupil / Staff Bullying Incident Report Form
2. In the case of a bullying incident being confirmed, the Head teacher will be informed promptly.
3. Incidents will be recorded by the Head teacher.
4. Victim(s) of bullying behaviour and the bullies themselves will be reminded of strategies to deal with, and stop the bullying. This will be dependent on the type of bullying which has occurred and aim to stop it from happening again.
5. A behaviour plan for the child with bullying behaviour and the victim of bullying will be put in place and closely monitored.
6. Parents will be informed of the bullying incident, invited into school if necessary and involved at all stages of support for their child/ren.
7. Relevant staff will be kept informed of the incident, will monitor the situation and report back to the Head teacher.
8. Bystanders of the bullying behaviour will be reminded of strategies they can use to prevent the bullying occurring again.
9. Incidents away from school which involve our pupils will be dealt with in the same manner as if they occur in school.

## **THE ROLE OF TRUSTEES**

- The Board of Trustees (Board) supports the Head teacher in all attempts to eliminate bullying from our school. The Board will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The Board monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The trustees require the Head teacher to keep accurate records of all incidents of bullying, and to report to the trustees about the effectiveness of school's Anti-Bullying policy.
- If a parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Head teacher. If they are still concerned, they should write to the Chair of Trustees via the Academy Secretary.

## **THE ROLE OF THE HEADTEACHER**

- It is the responsibility of the Head teacher to implement the school Anti-bullying Policy, and to ensure that all staff (teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head teacher reports to the Board about the effectiveness of the anti-bullying policy on request.
- The Head teacher ensures that all children know that bullying is unacceptable behaviour.
- The Head teacher ensures that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The Head teacher leads the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.

## **THE ROLE OF ALL STAFF**

- All forms of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- All adults to deal with situations quickly and by using Restorative Justice methods to prevent situations escalating.
- All adults to follow up what they have said e.g. keeping an eye, follow up discussion etc.
- Teachers are responsible for recording of all incidents of bullying that happen in their class, and that they are aware of in the school. If a child is being bullied or is bullying others, the class teacher will inform the child's parents and the Head teacher.
- There is an anti-bullying proforma in which staff record all incidents of bullying that occur both in and out of class. The school also record incidents that occur near the school, or on the children's way between school and home, that we are aware of. All adults who witness an act of bullying should record it in the log. This will be kept in the Head teacher's office.
- When any bullying taking place between members of a class, the teacher will deal with the issue immediately, in accordance with the Bottesford Church of England School's procedure, including counselling and support for both the victim and perpetrator of the bullying.

- All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.
- A range of methods are used to help prevent bullying and to establish a climate of trust and respect for all.

## THE ROLE OF PARENTS

Parents have an important part to play in our anti-bullying policy. We ask parents to:

- Look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- Always take an active role in your child's education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parents or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse.
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school's policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential; do not discuss them with other parents on the playground. Speak to school staff if you have concerns.
- Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.
- If parent who is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the class teacher. If the concern remains, they should contact the Headteacher. If they are still concerned, they should write to the Chair of Trustees via the Academy Secretary.

## **THE ROLE OF CHILDREN**

### **What Can Children Do If They Are Being Bullied?**

Class teachers will discuss bullying and reinforce the following strategies:

- Remember that your silence is the bully's greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong. Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone's fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say "No!" Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don't do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.
- What do you do if You Know Someone Is Being Bullied? Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

## **WORKING WITH CHILDREN AFTER REPORTED BULLYING**

### **THE CHILD WHO IS BULLIED**

Work with children that follows any discovery or report of bullying must scrupulously avoid aggravating the bullied child's physical or emotional distress. Teachers need to take particular care that in following up a complaint of bullying they do not expose the bullied child to the risk

of even more bullying. They should take all reasonable measures to ensure that the bullied child is supported and protected. Interventions which appear to be particularly sensitive to the needs of all children are those in which more general problem solving strategies are modelled. Where a bullied child is suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will;

- provide an opportunity for discussions with the child who has been bullied avoid embarrassing and shaming the bullied child by focusing on a particular incident when the child is present.
- use "supportive" children to ensure that the bullied child is befriended and protected, e.g. In going to and from school.
- consider the appropriateness of referring the bullied child from specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include the Educational Psychology Service, the Education Welfare Service, child and family guidance, etc.

## **SELF-ESTEEM**

- Children who are bullied tend to have very low self-esteem. They feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by the kind of children who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Class teachers and staff generally need to be aware of the ways in which school practices may enhance or diminish children's levels of self-esteem.
- Ensure that all children are spoken to respectfully.
- Ensure that all children are noticed and valued.
- Ensure that all children have access to rewards and privileges.
- Acknowledge that effort is more important than achievement.

## **THE CHILD WHO BULLIES**

We work hard with those children who bully others to ensure that they receive the help that will prevent further bullying. Bullies themselves are frequently bullied and may need help to see that bullying is not acceptable behaviour.

It is useful for staff to acknowledge that children sometimes bully because they have not learned appropriate ways of interacting with their peers. Modelling and role play will often be required. Approaches which are solely punitive are not advisable, since evidence suggest that they do not prevent further bullying.

School will:

- specifically teach interpersonal and social skills to children who have not acquired them. Modelling and role play will often be required.
- ensure that there are serious talks with any child found bullying. It is recognised that cases need to be treated on an individual basis. Where appropriate, the school's behaviour policy will be applied, using graded sanctions. If it is believed that a crime has been committed, the police will be informed.
- involve all participants, including bystanders explain the problem and help everyone to understand how the bullied child feels share the responsibility for the problem.
- involve the group in sharing ideas and improving the situation, including a later review of progress.

## **MONITORING AND EVALUATION**

- The Board will monitor the incidence of bullying by receiving reports from the Head teacher and by appointing a governor with a special interest in Behaviour and Anti-Bullying.
- Pupil questionnaires will be analysed annually so that pupil views on the incidence of bullying can be acted on.
- Trustees will monitor regularly the effectiveness of the adult pupil ratio at lunch-times in order to keep the incidence of bullying to zero.
- Staff and Trustees will know the policy is working because incidents of bullying will be identified, resolved according to our policy and will not persist.
- This policy will be discussed with Parents, Trustees and staff on an annual basis.

## APPENDIX 1 BULLYING PROFORMA

Complaint made by:	
Date received;	
Complaint received by:	
Investigating Teacher (HT or DH)	
Details	
Witnesses	

School's Action	
Parents Comments	
Review Date and Details	