

BANWELL PRIMARY SCHOOL

ANTI-BULLYING POLICY

This policy should be read in conjunction with the school's policy on Behaviour.

Why we do it

The school recognises the importance of this issue, which is also a national concern. The ethos of the school is such that we wish each learner to feel emotionally and physically secure.

All the children in the school were consulted when updating this policy. During Anti-Bullying Week (Week Beginning 18/11/13) all year groups from Y1-Y6 were divided into six different teams to undertake a challenge based on answering the following six questions:

- **What is Bullying?**
- **Why do bullies bully?**
- **What does it feel like to be bullied?**
- **Why do some people get bullied?**
- **What should we do if we are being bullied?**
- **What should you do if someone else is being bullied?**

Each of the six groups shared all their ideas and suggestions with each other and then had to decide upon the most important ones to feedback to the whole school during a special assembly at the end of the day. The School Council then recorded these six questions and children's responses and have now included them within this policy.

Group 1 - What is bullying?

Bullying is an action taken by one or more learners with the deliberate intention of hurting another learner, either physically or emotionally. **The children added that bullying is something that happens a lot more than once, and on different days. We discussed the following 'STOP' sign as a way of identifying what we mean by bullying.....**

Several

Times

On

Purpose

The children's main examples of bullying were as follows...

- **Consistently being mean.**
- **Tripping someone up.**
- **Kicking and Punching.**
- **Cyberbullying.**
- **Swearing and bad language.**

As adults we might prefer to say...

- Exploiting weakness;
- Holding power over;
- Persistent cruel teasing;
- Deliberate exclusion;

- Physical violence;
- Verbal aggression;
- Negative peer group pressure;
- Sarcasm;
- Taking possessions away;
- Deliberate wish to hurt.

North Somerset Guidance and Bullying Definitions

<https://www.n-somerset.gov.uk/Education/bullying/>

Group 2 – Why do bullies bully?

The children's main examples of this were as follows...

- They don't understand that 'differences' and being 'different' are a good thing.
- Bullies could be jealous of you because of what you have got.
- They may not have any friends.
- Bullies may try to hide and control their emotions.
- They are upset and angry about something so they hurt you or your feelings.
- Bullies may want to be in charge of games or always want to be in control of your game.

Bullying can take place over a period of time but we do not wish to underestimate the effects of one incident. We also wish to acknowledge that some incidents are not acts of bullying but the result of perfectly harmless play.

Group 3 – What does it feel like to be bullied?

The children's main examples of this were as follows.....

It makes me feel.....

- Petrified
- Cross
- Uncomfortable
- Like I don't want to talk to anyone
- I can't concentrate on my work or my friends
- Upset
- Scared
- Worried
- Like no one likes me
- I can't trust anyone
- Frightened
- Shocked

The children say that actual incidents of bullying can be physical but can also be stuff that's said that hurts people's 'hearts' and feelings.

Group 4 – Why do some people get bullied?

The children's main examples of this were as follows.....

- Their family or what their family do maybe embarrassing
- If they are poor and their clothes are different or not the best
- Because they have disabilities like dyslexia or autism and others and may get ignored
- They look different eg different hair or skin colour, glasses, spots, big, small, tall, short etc

Group 5 – What to do if we are being bullied?

The children's main examples of this were as follows.....

- **Count to 10**
- **Deep breaths**
- **Tell someone straight away**
- **Helping Hand – 5 fingers/people to tell eg 1. Tell friends 2. Tell Dinner Ladies 3. Tell Mum and Dad 4. Tell Teachers 5. Tell Headteacher.**
- **Don't keep bullying a secret**
- **Say 'STOP I don't like that'**
- **Say 'Please can you stop'**
- **Think of something nice**
- **Get a friend and tell them**
- **Ignore them and walk away**

Group 5 – What should you do if someone else is being bullied?

The children's main examples of this were as follows.....

- **Tell a responsible adult**
- **Report it to someone**
- **Never try and sort it out just by yourself**
- **Check on your friend to see if their ok**

What we hope to achieve as a school

- ◆ **Strive to eliminate bullying in our school. Promote the self-esteem of all individuals.**
- ◆ **Create an ethos in which everyone knows that bullying is unacceptable and will be responded to.**
- ◆ **Provide a consistent school response to any bullying incidents should they occur.**
- ◆ **Encourage kindness towards each other and a feeling of responsibility for each other's safety and well-being.**
- ◆ **Fully explore the issues of bullying through open communication.**

How we will achieve it

- ◆ **Develop and maintain good communication between all parties.**
- ◆ **Be fully aware of the many types of bullying:**
- ◆ **Develop learner's understanding of bullying by using a variety of teaching strategies, e.g. through role play highlight the feelings of bullies and victims.**
- ◆ **Provide support for the issue of bullying through the curriculum, e.g. stories, poetry, P.E., P.S.H.E., SEAL, etc.**
- ◆ **Ensure that the school's Golden Rules, playground rules and classroom rules (which were also agreed through consultations with staff and learner's) are understood and followed.**
- ◆ **Use strategies within our positive behaviour policy (revised October 2013) to praise reward and celebrate good behaviour and work, to promote self-esteem and establish a climate of trust and respect for all. Please refer to the same policy for sanctions.**
- ◆ **Provide staff with relevant training to enable them to become equipped to deal with incidents of bullying and behaviour management.**
- ◆ **Provide a 'worry box' in each classroom to enable learners to share any concerns or issues that may be worrying them with their class teacher.**
- ◆ **Regularly use 'Circle Time' throughout the school to explore issues such as bullying. Develop and maintain an ethos in which learner's know that it is right to tell others if they are being bullied.**
- ◆ **Alleged incidents of bullying are dealt with fairly by staff, who will intervene to prevent incidents taking place. Each person involved will be listened to and the member of staff**

dealing with the incident will gather as much information as possible. Details of bullying incidents are recorded and kept on file in the Headteacher's office.

- ◆ Bullies and victims are identified and parents subsequently informed.
- ◆ Meetings with teaching and non-teaching staff are used to make others aware of issues or personalities involved in bullying incidents. Lunchbreak Supervisors meet formally on a regular basis with the Deputy Headteacher for information and training.
- ◆ Lunchbreak Supervisors are expected to inform teaching staff of all incidents.
- ◆ Provide games and play equipment for constructive play activities during lunch-times. A quiet area or 'calm club' is regularly available for those learner's who wish to use it.
- ◆ The School Council meet regularly with the Headteacher and will address any relevant issues related to bullying during these meetings. The School Council are also fully involved in the annual review of this policy.

Monitoring and review

- All staff have a responsibility to follow up and record incidents of alleged bullying. Staff may record this information on the Anti-Discrimination Tracking proforma (attached), order mark sheets or the detention folder. The Headteacher, alongside the school's Learning Mentor, reviews the detention folder and order marks across the school, on a termly basis, to ensure the Anti-Discrimination Tracking proforma is fully up to date. The Governing Body and the Anti Bullying Link Governor, alongside the Headteacher, are responsible for monitoring this information.
- 'Identity based bullying' incidents which require parents or carers to be informed may also result in the completion of monitoring forms required by the Local Authority (LA). LA reporting does not identify individual 'victims' or 'perpetrators'.

'Identity Based Bullying' Guidance and FAQs

<http://www.n-somerset.gov.uk/Education/bullying/Pages/Identity-based-bullying-FAQs.aspx>

'Identity Based Bullying' Monitoring Forms

[http://www.n-somerset.gov.uk/Education/bullying/Documents/identity-based%20bullying%20report%20form%20\(pdf\).pdf](http://www.n-somerset.gov.uk/Education/bullying/Documents/identity-based%20bullying%20report%20form%20(pdf).pdf)

General North Somerset Guidance for Parents/Carers and Professionals

<http://www.n-somerset.gov.uk/Education/bullying/Pages/Bullying.aspx>

Cyberbullying FAQs

<http://www.n-somerset.gov.uk/Education/bullying/Pages/Cyberbullying-FAQs.aspx>

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussion with the Headteacher and viewing the school's anti-bullying tracking procedure. Governors and the Headteacher analyse information with regard to gender, age, disability and ethnic background of all learners involved in bullying incidents.

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School Council/Whole School/Parents: December 2013

Reviewed: 2014/15 – Term 2

Approved: Teaching & Learning Committee – 4 February 2015

Banwell Primary School Anti Discrimination Monitoring Tool (To be completed termly)					
Date of allegation	Details of incident (Highlight relevant area and note any aspect of this area if relevant eg cyberbullying)	Method of intervention	Outcome	Further action required?	Incident investigated and monitored by
	Bullying/Racial/Disability/Gender/Homophobic/Religion				
	Bullying/Racial/Disability/Gender/Homophobic/Religion				
	Bullying/Racial/Disability/Gender/Homophobic/Religion				
	Bullying/Racial/Disability/Gender/Homophobic/Religion				
Date of return	Total number of reported incidents.	Number of incidents investigated	Number of incidents required intervention	Number of incidents resolved	Number of incidents continuing
Signed:					