



## **Billesley Primary School Anti-Bullying Policy**

### **Aim**

To ensure that pupils are able to learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated in our school.

### **What is bullying?**

Bullying is deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those who are bullied to defend themselves. There are three main types of bullying:

- Physical (hitting, kicking, theft)
- Verbal (name-calling, racist, homophobic and sexist remarks)
- Indirect (spreading rumours, excluding someone from social groups because of their sexual orientation)

Pupils who are bullied may show changes in behaviour, such as becoming shy or nervous, feigning illness, taking unusual absences or clinging to adults. There may be a change in work patterns, lacking concentration or truanting. Pupils must be encouraged to report bullying in school.

The school is aware of the potential for online bullying (see e safety policy) and, if an incident occurs, steps taken to deal with this are as per this policy.

The following steps will be taken when dealing with incidents:

### **Staff**

- If bullying is suspected or reported the incident will be dealt with immediately by the member of staff approached, supported by the Year Group Leader if necessary;
- A clear account of the incident will be given to the SLT

- The SLT will interview all concerned and record information as appropriate on the Pupil Welfare system and pass on a copy of the green form to the Head Teacher;
- Class teachers and Year Group Leaders will be kept informed throughout the process as necessary.
- Parents/carers will be kept informed.
- Sanctions will be taken according to our school's Behaviour Policy.
- If bullying persists, the Head Teacher will contact parents/carers to arrange a meeting and take appropriate action.

## **Pupils**

### **The Bullied:**

Pupils who have been bullied will be offered support in the following ways:

- Offered an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice;
- Reassured;
- Offered continuous support
- Offered opportunities to increase their self-esteem and confidence, eg. given opportunities to carry out play activities with younger children, given responsibilities during the school day;
- Identified to our Learning Mentor and offered opportunities to join with social activities.
- Identified to AHT Inclusion and Year Group Leader as appropriate for further support.

### **The Bullies:**

Pupils who have bullied will be helped in the following ways:

- Discussing what happened;
- Discovering why the pupil became involved;
- Establishing the wrong doing and the need for change;
- Informing parents or guardians as appropriate to help change the attitude of the pupil.
- Identified to Deputy Head Teacher/AHT Inclusion and further strategies identified as appropriate.

The following disciplinary steps can be taken:

- Verbal warning from the class teacher and incident logged (green form);
- Verbal warning from the Year Group Leader, further log made and contact made with parents if appropriate;
- Interview with Deputy Head Teacher and Head Teacher informed; parents contacted;
- Interview with Head Teacher and parents – plan of action identified and implemented with Class Teacher and supported by Deputy/Assistant Head Teacher.

### **Bullying by race, gender, disability or sexual orientation**

In racist bullying, a child is targeted for representing a group and attacking an individual is designed to attack a whole group often through its most vulnerable members. Racist bullying is therefore likely to hurt not only the victim but also other pupils from the same group and their families. Racist bullying is defined as ‘any incident which is perceived as racist by the victim or any other person’. Bullying on the basis of gender has an impact on both genders and may include references to sexual orientation. Children with special educational needs may not be able to directly articulate experiences but can be at a greater risk of being bullied.

Racist bullying can include:

- Verbal abuse, by name calling, racist jokes and offensive mimicry;
- Physical threats or attacks;
- Wearing provocative badges or insignia;
- Bringing racist comics or leaflets;
- Racist graffiti or other insults, including against food, music, dress or customs;

Bullying on the basis of gender/sexual orientation may include:

- Abusive name calling;
- Looks and comments about appearance, attractiveness, emerging puberty;
- Inappropriate touching;
- Pornographic material or graffiti with sexual content;
- Homophobic language.

Bullying on the basis of special educational needs or disability are addressed by:

- Reflecting on and discussing activities appropriate to these children's needs with staff and the Learning Mentor;
- Teaching assertiveness and other social skills;
- Peer mentoring – circle of friends strategy;
- Teaching victims to say 'no' and get help;
- Role-playing in dealing with taunts;
- Providing resources at playtime and lunchtime.

Our procedures for dealing with incidents based on racism, sexism and SEN are as follows:

- The victim and the perpetrator are dealt with following the procedure outlined above, emphasising the severity of the offence. Parents are automatically contacted.
- All racist incidents must be logged with the Head Teacher;

### **Anti-Bullying Through the Curriculum**

Within the curriculum the school will raise awareness of the nature of bullying through Citizenship, assemblies, circle time and through appropriate opportunities in subject teaching eg Black History Month. The children actively explore the concept of discrimination through the curriculum through discussion and role play, for example 'Give Racism the Red Card' materials, materials used in Circle Time, CHIPs and P4C resources. Class teachers take every opportunity to develop collaborative working through organisational strategies such as sensitive grouping arrangements and developing a supportive classroom ethos, allowing children regular opportunities to voice their concerns eg through use of circle time, a 'bug box' and school council discussion time.

### **Monitoring, Evaluation and Review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.