

# Broom Barns Primary School

Homestead Moat, Stevenage, Herts. SG1 1UE



Email:admin@broombarns.herts.sch.uk

**I confirm I have received a copy of Broom Barns Primary Anti Bullying Policy**

**Parent/Carer of**.....

**Signature:**..... **Print Name**.....

**Date:**.....

# Broom Barns Primary School Anti-bullying Policy Sept 2021 To be reviewed Sept 2022

This policy should be read in conjunction with the Positive Behaviour Policy

Everybody has the right to feel safe in school and the responsibility to keep others safe.

*Feelings are feelings; Behaviour is chosen.*

When we feel good about ourselves, we behave better, work harder, learn more, and form better relationships

## Introduction

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally.

For any bullying incident that involves racism the County Guidelines for dealing with Racial Harassment will be referred to.

## Definitions

The DCSF definition of bullying is: 'Deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.'

The DCSF classifies bullying under 3 main headings: PHYSICAL, VERBAL and INDIRECT.

PHYSICAL		VERBAL				INDIRECT	
Violent	Sexual	Abusive	Racist	Sexual	Homophobic	Emotional	Cyber
pushing, kicking, hitting, punching or any use of violence	unwanted sexual contact	name-calling, sarcasm, teasing, making threats, insulting, abuse of the vulnerable	racial taunts, gestures - may also involve <b>PHYSICAL</b> attacks	sexual comments or sexism	because of, or focussing on the issue of sexuality - may also involve <b>PHYSICAL</b> attacks	spreading rumours, graffiti, gossiping, excluding, tormenting (e.g. hiding books, threatening gestures)	all areas of internet, such as email & internet chat room misuse; mobile threats by text messaging & calls; misuse of technology, e.g. camera/video facilities

The school is required to follow the Home Office definition of a Racist Incident. Any incident which is perceived to be racist by the victim or any other person.

## **Statement of Intent**

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed secure atmosphere. 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.

## **Aims and Objectives**

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

## **The Role of Governors**

The governing body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body will regularly review the Schools Bullying Policy.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **The Role of the Headteacher**

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

The headteacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The Role of the Teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen in their class and that they are aware of in the school. This is recorded in a log book kept in class. Where necessary incident sheets are completed and passed to the Family Liaison Worker to be logged.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents/carers.

We keep a behaviour log on CPOMs where we record all incidents of bullying that occur in and outside lesson time. If any adult witnesses an act of bullying, they should inform the school. Incident sheets can also be completed and passed to the Family Support Worker for these incidents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and punishment for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the headteacher and the special needs co-ordinator. We then invite the child's parents/carers into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the headteacher may contact external support agencies such as the social services.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management. All new staff receive training following the behaviour policy and follow up training happens once a term.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Teachers should encourage children to report incidents of bullying. All children follow the Protective Behaviours approach to problems and keeping safe. All children have a support network of people they can speak to.

### **The Role of Parents/Carers**

Parents/carers are encouraged to take an active interest in their children's school life, discuss friends, how playtime is spent and the journey to and from school.

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.

Parents/carers have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

Parents/Carers should model acceptable and responsible behaviour, treat each other with respect, creating a happy and secure school in which all can work together to the best of our abilities. They should support the school approach to online safety and not deliberately upload or add any images, video sounds or text that could upset or offend any member of the school community.

Parents, carers and families should prepare their children to enter school displaying polite, well mannered respectful behaviour. They should discourage their children from using bullying behaviour at school, home and elsewhere.

### **The Role of Pupils**

Pupils should be involved in strategies that counter bullying and have opportunities to develop skills to resist bullying & to deal with bullying.

Pupils should learn about what constitutes bullying and what to do about it.

Pupils should know that as either a victim or a witness of bullying, it is okay to tell and that doing nothing is unacceptable.

### **Monitoring and Review**

Evidence will be gathered in a variety of ways including class and playground observations, shadowing and discussions with colleagues. All children's behaviour is recorded and monitored.

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 they review its effectiveness annually.