



Anti-Bullying Policy

Document Name: Anti-bullying Policy

Review Date: October 2023

Next Review Date: March 2025

Reviewed by: All Staff

Ratified by Governors: Due 23 November 2023

Bramhope Primary School Anti-bullying Policy

1 Introduction

- 1.1 It is a government requirement that all schools have an anti-bullying policy. In 2003, Ofsted published *Bullying: Effective Action in Secondary Schools*. This was followed by DfES guidance for schools under two headings: *Don't Suffer in Silence* and *Bullying – A Charter for Action*. This policy reflects this guidance.
- 1.2 DfES guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can be direct (either physical or verbal) or indirect (e.g. being ignored or not spoken to). See Appendix 1-Bramhope Primary School's Anti-Bullying strategy

2 Aims and objectives

- 2.1 Bullying is wrong and damages individual pupils. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.
- 2.2 We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.
- 2.3 This policy aims to produce a consistent school response to any bullying incidents that may occur including homophobic bullying, racist bullying, transgender bullying, cyber bullying,
- 2.4 pupil-on-pupil bullying and gender bullying.
- 2.5 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.

3 The role of pupils

- 3.1 Pupils are encouraged to tell a trusted adult if they are being bullied, and if the bullying continues, they must keep telling the adult.
- 3.2 Pupils are invited to tell us their views about a range of school issues, including bullying, in the regular pupil questionnaires.

4 The role of the teacher and support staff

- 4.1 All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.
- 4.2 Staff use our Rewards and Sanctions scheme (see Behaviour Policy) to record incidents of bullying on CPOMS. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the DDSL, Assistant Head teacher, Deputy Head or Head teacher. Staff do all they can to support the pupil who is being bullied. The school will inform parents if they believe that there is a concern regarding bullying.
- 4.3 When any bullying has taken place between members of a class, the school (usually the class teacher) will deal with the issue immediately. This may involve counselling and support for the victim, and sanctions for the offender. Time is spent talking to the pupil who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. (see Anti-Bullying Strategy Appendix

- 1). If a pupil is repeatedly involved in bullying, we then invite the pupil's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the DDSL or DSL (through consultation with the Headteacher and the parents) may contact external support agencies, such as the social services. Incidents of bullying are recorded on CPOMS.
- 4.4 All staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, social stories, restorative practice (where appropriate), assemblies etc., within the preventative curriculum, to help pupils understand the feelings of bullied pupils, and to practise the restraint required to avoid further bullying behaviour. PSHE sessions are used to praise, reward and celebrate the success of all pupils, and thus to help create a positive atmosphere and used to explore issues and devise strategies to deal with bullying behaviour. Class rules are established with the pupils at the start of each year which the pupils agree to follow in order to create a positive and inclusive classroom environment.
- 4.5 Staff are vigilant in monitoring racist bullying and looking for patterns in the racial harassment records.

5 The role of the Head teacher

- 5.1 It is the responsibility of the Head teacher 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 identify and deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- 5.2 The Head teacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. The Head teacher draws the attention of pupils to this fact at suitable moments. For example, if an incident occurs, the Head teacher may decide to use an assembly as the forum in which to discuss with other pupils why this behaviour was wrong, and why a pupil is being punished. The Head teacher is pro-active as well as reactive, ensuring that the anti-bullying message and ethos are high on the agenda at all times. Although Anti-Bullying Week is highlighted, all pupils know that bullying is never acceptable.
- 5.3 The Head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- 5.4 The Head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. We believe that when pupils feel they are important, included and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6 The role of parents

- 6.1 Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their pupil to be a positive member of the school.
- 6.2 Parents who are concerned that their pupil might be being bullied, or who suspect that their pupil may be the perpetrator of bullying, should contact their pupil's class teacher immediately. If they wish to discuss the matter further they should contact the DDSL, Assistant Head teacher, Deputy Head or Head teacher. If they remain dissatisfied, they should follow the school's complaints procedure.

7 The role of governors

- 7.1 The governing body supports the Head teacher in all attempts to eliminate bullying from our school. The governing body 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.
- 7.2 The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head teacher 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.
- 7.3 A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body will respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

8 Monitoring and review

- 8.1 This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors on request about the effectiveness of the policy.
- 8.2 The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They can do this by examining the school's Rewards and Sanctions Scheme documentation, and by discussion with the Head teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at pupils with disabilities or special educational needs. The Assistant Head also monitors CPOMs every half term to analyse behaviour trends.
- 8.3 This policy will be reviewed every two years or earlier if necessary.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.