

## BROCKHURST PRIMARY SCHOOL

### ANTI-BULLYING POLICY

<b>Name of School</b>	Brockhurst Primary School
<b>Date of Policy Issue/Review</b>	Spring 2024, to be reviewed 2027
<b>Name of Headteacher</b>	Miss Amelia Cripps
<b>Signature of Headteacher</b>	<i>A. Cripps</i>

This policy is an integral part of the Behaviour Policy and the aims, values and ethos of the school. It was reviewed and developed with members of the school's School Council and EARA team who helped develop the poster in Appendix 2 to communicate the policy to children in the school.

#### **RATIONALE**

At Brockhurst Primary School, we believe bullying is an attitude or action which can be identified by measuring the damaging effects this has on the vulnerable person. We think bullying can be any behaviour which physically or emotionally threatens others' self-esteem safety and well-being and causes distress. We take bullying extremely seriously and understand that it can be a form of peer-on-peer abuse.

#### **Definition of Bullying**

**Behaviour by an individual or group, repeated over time, which intentionally hurts another person physically or emotionally. It can often involve the misuse of power by an individual or group by one or more people (or is hard for the person on the receiving end to defend themselves).**

People are bullied for a variety of reasons and it can happen to anyone.

This policy covers all types of bullying, including:

- Bullying related to race, religion or culture
- Bullying related to Special Educational Needs
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked after children or otherwise related to home circumstances

- Sexist or sexual bullying
- Cyber-bullying
- Bullying by association

Bullying can take many forms by typically includes the following types of behaviour:

- **Verbal**- name calling, insulting, threats and offensive remarks
- **Physical**- hitting, kicking, spitting, pinching, punching, scratching, and taking of or destruction of belongings
- **Indirect**- spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive messages, email, and via social media (Cyber bullying)

Bullying could happen:

- On the journey to and from school
- In the local community
- In school
- In extra curricular activities
- Online

We work hard to ensure that children and parents know the difference between bullying and 'falling out'. We realise that some parents use the word 'bullying' when children have actually had a falling out during play, so we try to ensure that when staff feedback to parents following an incident we give a true account of our findings.

Our behaviour expectations promote positive behaviour choices and are linked to our three, simple school rules:

**Be respectful**

**Be kind**

**Be ready to learn**

Staff regularly discuss behaviour with children and recognise positive behaviour choices as well as reassuring children that we are serious about dealing with bullying. Staff reinforce the message that children do not need to be friends with everyone, but they do need to be respectful to everyone's feelings. One off incidents of aggressive behaviour or use of discriminatory language will be dealt with in accordance with our wider Behaviour Policy.

When there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident will be addressed as a child protection concern.

If bullying is suspected or reported:

1. The incident will be dealt with immediately by the staff member who has been approached
2. A clear account will be recorded and given to a member of the SLT (Appendix 1)
3. Statements will be taken from all children involved
4. Parents will be kept informed
5. Consequences used will be appropriate, in line with the Behaviour Policy and in consultation with all parties concerned
6. Actions to challenge, correct and teach will be identified
7. Class teachers will be kept informed and, if bullying persists, they will report it to the SLT
8. A period of monitoring will be established to ensure any bullying has been effectively tackled

In order to support the school ethos, staff will:

- Use circle time or group work to discuss bullying issues and making good friendships with each other
- Ensure adequate supervision on the playground
- Raise awareness through the curriculum and participation in events such as Anti-Bullying Week and Safer Internet Day

- Explain the role of the bystander and the ways we can take positive action if we witness or hear a bullying situation
- Provide support where appropriate for groups and individuals
- Be consistent with our procedures to tackle bullying
- Be aware of the signs of distress and listen/ respond to any concerns brought to our attention
- Raise the awareness of bullying through assemblies, PSHE, computing (cyber bullying) in an attempt to eradicate such behaviour
- Teach children to be self-assertive (tell others to leave them alone, move away from them and tell an adult)
- Reward positive role models
- Celebrate difference and promote inclusion

Children are encouraged to report any incidents to an adult in school or at home, whether or not they are directly involved.

Children who have been bullied will be supported by:

- Being offered an opportunity to discuss the experience with a member of staff of their choice
- Reassuring the child, offering continuous support, restoring self-esteem and confidence

Children who have bullied will be helped by:

- Discussing honestly what happened and work with an adult to try and resolve it
- Establish the wrongdoing and need to change
- Informing parents/ carers to help change the attitude of the child
- Offering continuous support

The following disciplinary steps could be taken:

- Official warnings to stop
- Missed playtimes/ lunchtimes
- Time working away from their class
- Exclusion from certain areas of the school environment / working on our other school campus
- Parents/ carers to support their child in school
- Lunchtime suspension
- Fixed term suspension
- Permanent exclusion

We expect parents and carers to:

- Support the school's anti-bullying policy and encourage their child to be a positive member of the school community
- Be aware of any early signs of distress
- Support their child and don't simply say 'go and hit him/ her back'
- Speak to their child's class teacher if they have any concerns
- Support the school's consequences
- Feedback to the school following any incidents of bullying

Bullying incidents are monitored by SLT and governors to ensure that the response given by the school is effective and in line with this policy.

#### **Linked policies:**

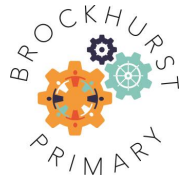
Behaviour Policy

PSHE / RSE Policy

ICT acceptable use policy

Safeguarding and Child Protection Policy

**Appendix 1**



**Brockhurst Primary School**  
Bullying Incident Report Form

Reported by:	Role:
Date of incident(s)	
Times of incident(s)	
Location of incident(s)	

**Details of People Involved**

**Role-** ringleader, outside, reinforcer, assistant, defender, victim

**Level of involvement-** 1= Very involved, 2= involved, 3= slightly involved, 4= indirectly involved, 5= witness

Child	Involvement	Role	Gender	Age	Ethnic Origin	SEN/ LAC

**Incident related to (tick all that apply)**

- |  |  |
|--|--|
| <input type="checkbox"/> Gender<br><input type="checkbox"/> SEN<br><input type="checkbox"/> Race<br><input type="checkbox"/> Age | <input type="checkbox"/> Appearance<br><input type="checkbox"/> Health Condition<br><input type="checkbox"/> Sexual orientation<br><input type="checkbox"/> Religion or culture<br><input type="checkbox"/> Other (define) |
|--|--|

Forms of bullying used (tick all that apply)	
<input type="checkbox"/> Physical aggression <input type="checkbox"/> Deliberately excluding <input type="checkbox"/> Name calling and teasing <input type="checkbox"/> Cyber Bullying <input type="checkbox"/> Extortion	<input type="checkbox"/> Damaging or taking personal possessions <input type="checkbox"/> Spreading rumours <input type="checkbox"/> Verbal threats <input type="checkbox"/> other (define)

Frequency and duration of bullying behaviour:
<input type="checkbox"/> Once or twice <input type="checkbox"/> Several times a week <input type="checkbox"/> Persisting over two months <input type="checkbox"/> Persisting for more than a year

Notes on incident:

Checklist	
Does incident involve same person? Yes/No	Had individual discussions with all? Yes/No
Has a follow up date been set? Yes/No	Has action been agreed with perpetrator? Yes/No
Have parents/carers been notified? Yes/No	Had group discussion with all involved? Yes/No
Has action been agreed with victim? Yes/No	Are notes and comments attached and uploaded to CPOMs? Yes/No

**Other actions:**

Medical treatment required?	Referral to other agencies? (Detail)
Police involvement?	Specific report from staff attached?
Report to governors?	Other?

**Details of actions agreed with all involved- including parents and carers where appropriate:**

Completed by:	Date:
Checked by:	Date:

**Outcome of follow up and further action taken:**

Has the bullying stopped?

Describe any further outcomes:

Any further action required:



# Help Stop Bullying!

## What is Bullying?

### Deliberate

The person is doing it on purpose to hurt or upset someone else.



### Repeated

The person does it more than once over more than one day.



### Targeted

Can be an one person or a group of people.



Tell a trusted adult if you are being bullied or know someone else is.

## Adults Will:



Listen to all children involved.



Keep parents informed.



Put consequences in place and help the bully to change their behaviour.



Watch to check the bullying has stopped and help the bullied child feel confident.