

Bader Primary School



Anti-Bullying Policy 2025

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Bader Primary School Anti-Bullying Policy February 2022

Review February 2023



At Bader Primary School, we are committed to providing a safe environment for all members of our school community, so that they can learn and work in a nurturing and secure atmosphere. Bullying of any kind is unacceptable in our school and will not be tolerated. It is entirely contrary to the values and principles we work and live by.

Aims of the policy

It is an entitlement for all children to receive their education free from oppression, humiliation and abuse. At Bader, we aim to create an environment where pupils can grow and flourish without fear. It is the responsibility of everyone to ensure that learning takes place in an atmosphere that is caring, supportive and protective. As a school we will aim to:

- Develop a school ethos that promotes anti- bullying;
- Provide a safe and happy environment which fosters positive relationships and encourages the development of respect, trust, caring and consideration for others;
- Take positive action to prevent bullying from occurring through a clear school policy;
- Show commitment to overcoming bullying by practising zero tolerance;
- Inform pupils and parents of the school's expectations and to foster a productive partnership, which helps maintain a bully-free environment;
- Have in place systems, which deal quickly with incidents of reported bullying. These systems would involve all people with a genuine interest in the resolution of the problem. We will therefore seek to secure the support and cooperation of parents and other agencies in resolving bullying problems.
- Ensure that all staff are aware of their duty of care over those in their charge and the need to be alert to signs of bullying.
- Ensure that all staff are aware of procedures through regular training.

The purpose of this policy is to be proactive in this area of personal and social education and to ensure that we as a school are alert to the signs of bullying and act promptly and firmly against it.

Through this policy we will communicate to staff, governors, children, parents and carers that the school acts to prevent bullying, not just to deal with bullying incidents.

What is bullying?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

(Preventing and Tackling Bullying, Advice for Head Teachers, Staff and Governing Bodies, DfE, 2011, p.

4)

We use this definition to help educate our children and we encourage them to use the mnemonic S.T.O.P (Several Times On Purpose). This encourages the children to think about whether bullying or something upsetting happens Several Times On Purpose. At Bader we recognise that all forms of bullying should be taken equally seriously and dealt with appropriately. We also understand that all children can have disagreements with each other and friends can fall out for some time. This is not usually bullying and this policy acknowledges the clear distinction between falling out and bullying. Bullying involves any number of repetitive behaviours where the perpetrator or perpetrators intend to cause harm - these could include:

- Emotional bullying (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal bullying (name calling, sarcasm, spreading rumours, teasing)

- Physical bullying (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Racism (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact, sexually abusive comments)
- Homophobia (because of, or focusing on the issue of sexuality)
- Transphobic bullying (including language and other forms of prejudice driven behaviour).
- Cyber-bullying (all areas of Internet, email and Internet chat room misuse. Mobile threats or coercion by text messaging and calls. Misuse of associated technology i.e. camera and video facilities including those on mobile phones.)

Bullying outside of school

Bullying behaviour can take place both inside and outside of school. Bullying outside of school can impact on the school day – this may include incidents of cyber-bullying; bullying on the way to and from school; and any arguments between peers outside of school that can lead to bullying behaviour.

Cyber-bullying

Cyber-bullying is the use of Information Communications Technology, particularly mobile phones and the Internet, deliberately to upset, offend, cause emotional distress and often of an intimidating or threatening nature. This may take the form of threats or abuse being sent by social media, text, multimedia messaging or phone calls. It may also take the form of pictures or videos taken without the permission of a young person or a member of staff and posted on the Internet. All e-communications used on our school site or as part of school activities off-site are monitored. We also work with police and other partners on managing cyber-bullying.

At Bader, we recognise that technology plays an important and positive role in children's lives, both educationally and socially. We are committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

Aims:

The aims of our cyberbullying policy are to ensure that:

- Children, staff and parents are educated to understand what cyberbullying is and what its consequences can be.
- Knowledge, policies and procedures are in place to prevent incidents of cyberbullying in school or within the school community.
- We have effective measures to deal effectively with cases of cyberbullying and we monitor the effectiveness of prevention measures.

Preventing cyberbullying:

- The Computing leader, parents, carers, staff and children are responsible for ensuring the monitoring and effectiveness of this policy and will report to the Head Teacher.
- All staff will be helped to keep up to date with the technologies that children are using through staff meetings.
 - The children will be involved in developing and communicating a code of advice for protecting themselves from being involved in cyberbullying and for reporting cases they experience.
- Children will be taught about cyberbullying through assemblies, discussion, Anti-bullying Week, PSHE curriculum and events such as E safety week / World Safer Internet Day.
- Children and staff will sign an Acceptable Use Policy.
- Parents will be asked to sign an Acceptable Use Policy before their children are allowed to use the internet in school and at home.

Policies and practices:

The school will -

- Ensure regular review and update of existing policies to include cyberbullying where appropriate.
- Keep good records of all cyberbullying incidents.
- Publicise rules and sanctions effectively – staff handbook / acceptable use policy / Digital consent IPads for Learning - acceptable use agreement / Rules for Responsible internet use (see appendices).
- Promote the positive use of all technologies.
- Make positive use of technology across the curriculum.
- Use CPD opportunities to help staff develop their practice creatively and support children in safe and responsible use.
- Ensure all staff and children understand the importance of password security and the need to log out of accounts.
- Ensure staff can recognise signs and indications of cyberbullying.
- Publicise and promote the message that asking for help is the right thing to do and shows strength and good judgement.
- Provide information on external reporting routes. E.g. Informing parents, carers, teachers or Childline, CEOP.
- Most cases of cyberbullying will be dealt with through the school's existing Anti-Bullying Policy and Behaviour Policy. Some features of cyberbullying differ from other forms of bullying and may prompt a particular response.
- All instances of reported, suspected and proven cyberbullying will be evidenced using the school filtering software. Staff will document all related incidents using CPOMS which will be monitored regularly by the Head Teacher and Computing Leader.
- Any issues are alerted immediately to a member of staff in school.
- Children are taught, through assemblies and within the Computing Curriculum, to recognise that they are responsible for their own 'digital footprint'. All searches and content viewed online is traceable; school systems cannot block everything - children and parents cannot rely only upon the filtering and school security systems to keep children safe online.

The Head teacher has the power 'to such extent as is reasonable' to regulate the conduct of pupils when they are off-site, or not under the charge of staff (Education and Inspections Act 2006). This is of particular significance to cyber-bullying, which is often likely to take place out of school, but which can impact very strongly on the school life of those pupils involved.

Attitudes towards bullying

Our policy aims to both prevent and deal with incidents of bullying including cyber-bullying. We acknowledge that such incidents do happen both in and out of schools, but will work actively to respond seriously and quickly to any of which we are made aware. All complaints will be dealt with seriously and appropriate action will be taken that will not only deal with the incident but will seek to bring about conditions in which bullying is less likely to happen in the future.

There is no single solution to bullying problems. It is for partners to consider the particular combination of factors that have led to bullying and to determine the best response.

School acknowledges that staff can also fall victim to bullying and measures will be taken to address any issues which may arise as a result of allegations of bullying against adults. In rare instances, this may involve contacting the police e.g. malicious online threats/ misuse of social networking.

Disapproval should be directed at the behaviour and not at the child

Our Behaviour Policy demonstrates our aim to foster responsibility in pupils, to encourage them to think about their own behaviour and recognise why wrong behaviour is destructive and/or anti-social.

All adults dealing with children in our school must recognise that we want our children to develop a responsible and independent attitude. Pupils must be taken seriously and teaching and support staff must be prepared to listen to them. A supportive ethos must be maintained, where children feel secure in the relationships with staff and are encouraged to speak out. Speaking out about bullying is not 'tale-telling' and on no account should it be dismissed as such.

Children must be made aware that they can confide in whoever they feel comfortable. Their concerns must then be investigated. If possible victims must be reassured that they are not the only ones being bullied and always that it is certainly not a personal deficiency that made them into the bully's victim.

Parents/carers are to be involved in the follow up. However, it is essential that they adopt a similar attitude towards bullying as that outlined in the school policy. It is vital that parents are encouraged to communicate and allow school to deal with incidents – encouraging retaliation can often escalate a situation.

Detecting bullying

Bullying can have a far-reaching effect on victims including absenteeism, truancy, under-achievement, depression and in the worst cases could even lead to suicide. Areas around school that might allow bullying to remain undetected should be carefully supervised, especially at vulnerable times of day such as lunchtimes, although it is as well to remember that bullying can occur anywhere in and around school.

Parents/carers and teachers need to be able to recognise the signs of distress, which may indicate a child is a victim of bullying. Stereotypes need to be avoided although there are often indicators, which suggest to the alert teacher that bullying may be happening.

The signs of a child being bullied

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and they should investigate if a child:

- Is unwilling to go to school;
- Shows a deterioration in their school work;
- Is 'losing' money or taking it;
- Is hitting out at others;
- Comes home with unexplained torn clothes or 'missing' property;
- Has unexplained cuts, bruises, scratches;
- Becomes withdrawn, quiet, stammering or lacking in confidence;
- Develops a loss of appetite or compulsive eating;
- Is crying more often, is tearful;
- Cries themselves to sleep;
- Starts to bed wet;
- Is not sleeping or having nightmares;
- Is 'clinging' to adults;
- Refuses to say what's wrong;
- Gives improbable excuses;
- Requests to change class or school;
- Requests to go home at lunchtimes;
- Refuses or is reluctant to go out at break times;
- Reverts to immature behaviour i.e. thumb sucking or tantrums;
- Uses a different route to go to, or return from, school at an earlier or later time; Is afraid to use the Internet or a mobile phone;
- Nervous or jumpy when a cyber-message is received;
- Threatens or attempts self-harm;

- Threatens or attempts to run away;
- Threatens or attempts suicide.

With the cooperation of parents/carers, who may become aware of problems within school and outside of it, and with an attitude of open talk, bullying should be more easily detected and prompt effective action taken.

The role of governors:

The governors will liaise with the Headteacher over all anti-bullying strategies, and be made aware of individual cases, where appropriate. The governing body will discuss, review and endorse agreed strategies and will discuss the Head's report on the working of this policy.

The governors will liaise with the Head to arrange for a regular programme of staff development, which will include child protection and anti-bullying strategies. This will include training for support staff as well as teachers.

The role of the Headteacher:

The Headteacher has a legal duty under the School Standards and Framework Act (1998) to draw up procedures to prevent bullying amongst pupils. The Headteacher will:

- Ensure that all staff have an opportunity to discuss strategies and review them regularly
- Determine the strategies and procedures;
- Discuss development of the strategies with the Senior Management Team and PHSCE subject leader; Ensure appropriate training is available;
- Ensure that the procedures are brought to the attention of all staff, volunteers, parents and pupils; and report to the governing body.

The role of teaching staff:

Teaching staff have a primary role in identifying and preventing bullying of any form for children in their care. Teaching staff should:

- Be responsible for liaising with the PHSE subject leader over all incidents involving pupils in their classes;
- Be involved in any agreed strategy to achieve a solution;
- Promote the general progress and well-being of individual pupils and of any class or group of pupils assigned to them, which includes ensuring as far as possible that pupils are free from bullying and harassment;
- Apply the school rewards and sanctions;
- Teach the anti-bullying programme in the PSHE and Citizenship courses.
- Record any incident of reported bullying and action taken on CPOMs.

The role of all staff and volunteers:

- Know and follow all relevant policies and procedures;
- Be observant and talk to pupils;
- Apply the school rewards and sanctions;
- Deal with incidents according to the policy;
- Never let any incidence of bullying pass by unreported, whether on-site or during an off-site activity;
- Take action to reduce the risk of bullying at all times.

Dealing with bullying incidences

As a staff we have agreed on the following lines of action for serious and less serious acts of bullying. It is important initially to establish that an act was bullying and not just rough games or a child's squabble.

We will show the bully and the victim that we care about our pupils, that bullying will not be tolerated and that our response to bullying is a corrective one. The victim's well-being is of paramount importance.

We will help pupils to understand the impact of their behaviour upon others and identify how they can change their behaviour.

We will help pupils to build resilience and emotional strength to deal with bullying themselves in the first instance.

If a child is being bullied, they may let a member of staff know by:

1. Using a class Worry Box.
2. Personally approaching a member of staff, a friend or parents.

Step 1:

All staff should:

- Take the incident or report seriously;
- Take action as quickly as possible;
- If a racial element to the bullying is suspected the Head/Deputy Head must be informed immediately;
- Interview the victim alone to get a grasp of the fact and related feelings. Make a note of what has been said;
- Reassure the victim(s); don't make them feel inadequate;
Offer help, advice and support to the victim(s);
Convene a meeting to include the victim, bully/bullies and colluders involved. The group should also include good friends and children who are positive role models and highly regarded by their peers;
- Tell the children "I've got a problem about and I need some help from you people here who have been carefully brought together." Very clearly tell them about the victim's anxieties and worries;
- Explain to the group that no-one at this stage is going to get into trouble;
- Ask, "What can we do?" Encourage the children to use the first person "I" e.g. I'm going toI want to... Write down all the positive suggestions so that the children can see them and so they can be referred to later;
- Leave the ideas up to them. Affirm their ideas. Make definitive agreements. Be clear that friends will be checking in with the victim regularly, as will the teacher;
- Agree a date to gather together again as a group to discuss how things are going. Two or three follow up meetings may be required.

Step 2:

If the incidents continue:

- The Deputy Headteacher will be informed who will interview both parties;
- Parents will be informed;
- Short review time with pupils and parents;
- Inform colleagues if the incident arose out of a situation where everyone should be vigilant;
- The Deputy Headteacher will monitor the problem effectively (this would normally include discussions with those involved and also checking with parents.)

Step 3:

Should Step 1 and 2 not resolve the situation:

- The Headteacher and Chair of Governors will inform/seek advice from Local Authority services;
- Pupils and parents will be informed of the outcome.

Sanctions

Where pupils do not respond to preventative strategies to combat bullying, tougher action will be taken to deal with persistent and violent bullying. Sanctions are determined by the nature of the bullying on a case-to-case basis. Sanctions might include:

- Writing a letter of apology;
- Removal from the group (in class);
- Withdrawal of break and lunchtime privileges;
- Withholding participation in any school trip or sports events that are not an essential part of the curriculum;
- **Fixed term and permanent exclusion from school.** An exclusion would only be considered in a case of **extreme and continuing** bad behaviour, bullying, sexual harassment etc. Any exclusion for even a short period would be discussed and agreed by the Chairman of Governors and the Head.

Involving parents

- Parents, as well as all staff and pupils, should know that the school will not tolerate bullying, and takes a positive, active approach to educating pupils to combat it;
- Parents will be informed of the policy and procedures;
- Parents of pupils who are being bullied and parents of the bullies will be involved in the solution to the problem, as appropriate.

Involving pupils

- Pupils will be involved in the positive strategies through both the school council and through class discussions;
Pupils will have an input into the anti-bullying strategy;
A major part of the strategy will consist of educating pupils in how to cope with bullying;
- Pupils must know to whom they should go if they are being bullied or if they are concerned about another child.

Monitoring the effectiveness of our approach

The Head, the Senior Leadership Team and PSHE subject leader will consider the reports of bullying to determine what can be learned from the incidents and how they were handled, with a view to improving the school's strategies. These reports will also enable patterns to be identified. The Head will report findings to the governing body.

Strategies for maintaining an anti-bullying ethos

Our policy will become well known to all staff as well as to the parents/carers of our pupils. The pupils themselves will become confident with the active role taken by themselves and staff in the event of a bullying incident. However, our ultimate aim is to provide children with the skills necessary to help them deal with aggressive emotions, to develop confidence and to teach them cooperative social skills and thus diffuse incidents of bullying in the future. The issue of bullying must become a regular part of the curriculum, rather than a 'topic' to be addressed once or twice in the child's primary education. The Social and Emotional Aspects of Learning (SEAL) programme and National Anti-Bullying Week (Friendship Week) are ideal vehicles for this and the subtle changes in annual themes should be explored and discussed. The children need to be shown that staff will discuss and help with developing relationships in line with our SRE policy. To this end they need to be taught and encouraged to develop a vocabulary, which will help them discuss the problems, which they may face.

Changing the attitudes and behaviour of bullies will play a major part in the strategies used by the school.

Children's Emotional Literacy is developed by teaching them a wide vocabulary of words for emotions.

We believe that this makes them better able to express their feelings, helping them to resist attempts at bullying. We also consider that being able to understand and express emotions reduces conflict between children and makes them less inclined to misinterpret others' actions, which can be a factor in bullying. Opportunities in lessons

and assemblies will regularly arise which allow and encourage children to express their feelings, share their fears and resolve conflict.

How this time is created, is decided by individual teachers. Some may choose to timetable it as part of the themes of PSHE, Religious Education, stories or poems. Television programmes sometimes provide realistic opportunities for discussion. Drama activities and Circle Time provide a nonthreatening forum for exploration of these themes. A carefully planned curriculum will ensure plenty of important stimuli, which will help individual children to deal with what is a very real and often overwhelming problem.

Conclusion

School staff play a major role in the prevention of bullying. As a school we recognise the importance of personal, social, spiritual and moral education. We provide children with an active and interesting curriculum, which teaches children important skills and values. As staff we aim to demonstrate cooperative and caring behaviour. Our discipline in the school encourages children to take responsibility for their own actions.

Our long-term aim is to develop independent learners who are confident and happy children who value one another and respect each other's individuality. Our children are taught a vocabulary which enables them to communicate bullying incidents. They are confident that they will be taken seriously and will see staff acting promptly and effectively.

The school prospectus asks parents/carers to cooperate with staff and to support our anti-bullying policy.

This partnership and our commitment and willingness to learn from incidents of bullying enable us to continually re-assess our policy and so provide children with a caring, nurturing environment.



Appendix 1

Bader Primary School: Behaviour Intervention Planning

Pupil Information	
Name of pupil	
Background Description of behaviour	
Possible functions of current behaviour (reasons for behaviours)	
Details of previous strategies/ interventions used and to what degree these have been successful/ unsuccessful	
Details of any known or suspected SEND	

Intended outcomes of intervention and support				
Planned Support				
Name and description of intervention/ support	Dates (from and to)	Success criteria	Monitoring strategies	Person responsible
Interim Monitoring				
Name of intervention/support	Date reviewed	Progress and impact to date	Intervention/support next steps, e.g. end, adapt or continue	Notes and other next steps
Impact Evaluation				
Date evaluation completed				
What worked?				

What didn't work?	
What insights did we gain?	
How will this inform our future planning?	
What are the next steps?	