

**Anti Bullying Policy 2023**

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| Review date | September 2023 |
| Signed: J Orridge (Head Teacher)  | A close-up of a word  Description automatically generated |
| Signed: J Roberts (CoG) | J Roberts |
| Next review date | September 2024 |

**Julia Orridge**

**Head Teacher**

**Statement of Intent**

We, at Buckminster Primary School, are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and 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.

**Objectives of this Policy**

* All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
* All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
* All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
* As a school we take bullying seriously.  Pupils and parents should be assured that they would be supported when bullying is reported.
* Bullying will not be tolerated.

**What Is Bullying?**

Bullying is the use of aggression with the intention of hurting another person.  Bullying results in pain and distress to the victim.

Bullying can be:

* Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
* Physical - pushing, kicking, hitting, punching or any use of violence
* Racist - racial taunts, graffiti, gestures
* Sexual - unwanted physical contact or sexually abusive comments
* Homophobic-  because of, or focussing on the issue of sexuality
* Verbal - name-calling, sarcasm, spreading rumours, teasing
* Cyber - all areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera &video facilities

**Prejudice-related incidents:**

A prejudice related incident, which is defined as, ‘any incident which is perceived to be prejudice-related by the victim or any other person.

There is a cross-over between prejudice related incidents and bullying, but they are also distinct: not all incidents of bullying will be prejudice-related incidents and not all prejudiced-related incidents will involve bullying.

All prejudice-related incidents will be treated seriously by the school.

The most common prejudice-related incidents take the form of:

• prejudicial language

• ridicule and jokes

• verbal abuse

• physical assault

• graffiti or damage to property

• discriminatory behaviour e.g. refusing to work with a pupil because of their religion

• incitement to behave in a prejudicial manner e.g. wearing racist badges, recruiting to racist organisations, bringing in homophobic literature.

• cyber bullying

The Head Teacher will consider the evidence available and if the claim is proven will impose sanctions in line with the school’s general behaviour policy. In serious cases where an offence may have been committed, the Head teacher may contact the local police.

**The role of pupils, parents and staff at Buckminster Primary School**

Any acts of unkindness or bullying, whether physical or emotional must be reported to a member of staff. Everyone has a duty to protect others and should not stand by and do nothing.

**Why is it Important to Respond to Bullying?**

Bullying hurts.  No one deserves to be a victim of bullying.  Everybody has the right to be treated with respect.  Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

**Signs and Symptoms**

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

* is frightened of walking to or from school
* doesn't want to go on the school / public bus
* begs to be driven to school
* changes their usual routine
* is unwilling to go to school (school phobic)
* begins to truant
* becomes withdrawn anxious, or lacking in confidence
* starts stammering
* attempts or threatens suicide or runs away
* cries themselves to sleep at night or has nightmares
* feels ill in the morning
* begins to do poorly in school work
* comes home with clothes torn or books damaged
* has possessions which are damaged or " go missing"
* asks for money or starts stealing money (to pay bully)
* has dinner or other monies continually "lost"
* has unexplained cuts or bruises
* comes home starving (money / lunch has been stolen)
* becomes aggressive, disruptive or unreasonable
* is bullying other children or siblings
* stops eating
* is frightened to say what's wrong
* gives improbable excuses for any of the above
* is afraid to use the internet or mobile phone
* is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigate

**Procedures**

1. Report bullying incidents to staff
2. In cases of bullying, the incidents will be recorded and monitored by staff on CPOMS
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour

**Outcomes**

1) The bully (bullies) may be asked to genuinely apologise.  Other consequences may take place.

2) In serious cases, suspension or even exclusion will be considered

3) If possible, the pupils will be reconciled

4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. If a repeat does take place, it is record in the log book and a formal letter from the Head teacher is sent to the child’s parents/cares.

**Prevention**

As a caring community we will:

• Create and support an inclusive environment which promotes a culture of respect, consideration and care for others, which will be upheld by all

• Use Religious Education, Personal Social and Health Education and Relationships and Sex Education sessions to discuss differences between people that could motivate bullying

• Challenge practice and language (including ‘banter’) which does not uphold the school values of tolerance, non-discrimination and respect towards others

• Educate the children about how to use technology, especially mobile phones and social media, positively and responsibly

• Celebrate success and achievements to promote and build a positive school ethos

• We will endeavour to provide an interesting/stimulating environment

**Training**

The school community will:

• Train all staff, including: teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school’s policy and procedures, including recording and reporting incidents.

• Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, etc.

• Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition

 • Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week

• Provide systematic opportunities to develop pupils’ social and emotional skills, including building their resilience and self-esteem.

**Useful links and supporting organisations**

Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

Childline:www.childline.org.uk Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)

Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)

MindEd: [www.minded.org.uk](http://www.minded.org.uk)

 NSPCC: www.nspcc.org.uk The BIG Award: [www.bullyinginterventiongroup.co.uk/index.php](http://www.bullyinginterventiongroup.co.uk/index.php)

PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)

Restorative Justice Council:www.restorativejustice.org.uk

The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)

Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)

Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)

Young Carers: [www.youngcarers.net](http://www.youngcarers.net)