



Buckfastleigh Primary School 2020-21

Policy Statement

Governors, staff, parents/carers and pupils at Buckfastleigh Primary School are firmly opposed to all forms of bullying. Each pupil has a right to enjoy an education free from fear and distress. All members of the school are expected to treat each other with consideration and respect. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. The school will react firmly and promptly to cases of bullying.

Aims of the policy

The aim of this anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

Rationale

Bullying is behaviour which:

- deliberately makes another person feel uncomfortable, distressed or threatened
- is repeated over time
- makes those being bullied feel powerless to defend themselves
- can include racist, sexist or homophobic behaviour

The four main types of bullying are:

- physical (hitting, kicking, theft)
- verbal (name calling, racist or homophobic remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyber-bullying (using social networks, texts etc to spread rumours or to make hurtful remarks)

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

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Anti-Bullying Policy



Pupils must be encouraged to report bullying...

Schools' teaching and support staff must be constantly alert to the signs of bullying and act promptly and firmly against it. Buckfastleigh Primary School works to combat bullying by involving pupils in:

- class discussions, PSHE programmes and assemblies
- displays of appropriate work

Raising awareness in staff, parents and governors through:

- awareness-raising sessions for teaching and non-teaching staff
- working with teachers from previous settings
- school prospectus and other publications to parents/carers

Implementation

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be recorded and given to the headteacher.
- The headteacher will interview all concerned and will record the incident
- Class teachers will be kept informed
- Parents will be kept informed
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

Pupils

Pupils who have been bullied will be supported by:

- Being offered an immediate opportunity to discuss the experience with their teacher or member of staff of their choice
- Reassuring the pupil
- Offering continuous support
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved
- Establishing the wrong doing and need to change
- Informing parents or guardians to help change the attitude of the pupil.

Recognising likely victims

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Staff need to be proactive in observing pupils who could be vulnerable. These children could include those who:

- are new to a class or our school
- are different in appearance, speech, or background from their peers
- have low self-esteem
- demonstrate "entertaining" reactions when bullied
- are nervous or anxious Some potential victims are identifiable as individuals; some are identifiable as members of a group. Examples of these groups might include racial background, social status, gender, intelligence.

Possible signs of a child who is being bullied:

- Being frightened of walking to or from school
- Being unwilling to go to school
- Changing their route to school
- Beginning to do poorly in their school work / attainment at school dropping.
- Going home regularly with books/clothes damaged
- Erratic attendance
- Being unwilling to go out to play
- Going home hungry (packed lunch/money was taken)
- Becoming withdrawn
- Becoming easily distressed
- Eating less or in a very different way

The following disciplinary steps will be taken:

- official warnings to cease offending
- loss of playtime
- exclusion from certain areas of school premises
- minor fixed-term exclusion
- major fixed-term exclusion
- permanent exclusion.

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Full procedure for staff

Dealing with Bullying

If bullying is reported to you by a child, you should:

- Take action that day.

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- Note down all the details. Be sure that what the witness has seen is correct, and if possible, find out if other children have seen what is happening. Remain calm when investigating the incident. Reacting emotionally can add to the fun of the child bullying and give them control of the situation.
- Speak to the child who is being bullied. Write down everything that they say. Establish whether it is bullying (i.e. persistent or deliberate attempt to hurt or humiliate) and find out for how long it has been happening.
- Ask the child if they would feel comfortable if they met with the person who has been bullying. If they do, then bring the children together, so that the child bullying can be made fully aware of the feelings of the victim. If the victim does not want to meet the perpetrator, then speak to them on your own, and outline all of the details that have been passed on to you. This must be done in a calm but firm manner, explaining the effect on the other child and telling them how worried you are about the victim. The child bullying needs to be fully aware of the impact of their actions.
- Report the incident to the Headteacher
- Contact parents of the victim: teachers should contact the parents of the victim first. Invite them to school and explain what you have been informed of. Reassure them that their child will be looked after and that the school will not tolerate bullying. Tell parents that the parents/carers of the child bullying are being contacted, and that they will be made fully aware of all that is happening.
- Offer advice and support to parents and that if for example, it is happening in the playground and the child is worried about being out there, that the child who is bullying will be removed from the playground if necessary, for some lunchtime sessions. (They can complete a reflection sheet or write a letter of apology to the victim – they must be supervised in school.) If it is happening at the end of the school day/on the way home, then the parents of the child bullying will have to come and accompany them home.
- Note down key discussion points from the meeting.
- Inform parents that you will contact them again to follow up the situation. Call them a few days or a week later, to check how the victim is feeling.
- Contact parents of the child bullying: teachers should contact this child's parents/carers straight after contacting the victim's parents. Parents should be invited to school for a meeting. This meeting should be conducted with the Head/Deputy present. It may also be appropriate for the child bullying to be present at the meeting with parents.
- Explain fully the situation and if necessary, show them your notes from meetings with witnesses, to demonstrate that this is not a one-off event.
- Explain that staff have already spoken to their child, to get a full account of what is happening, and to give them the opportunity to give their side of the story. This has also been done to explain to the child bullying the impact of the actions on the victim. Let them know that the victim's parents have also been contacted.
- Explain any punitive measures, such as removing the child from the playground on a short-term basis, so that they can see that the school is being proactive about the situation. Also explain that their child will be given the opportunity to apologise to the victim.

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- It would be positive if the child bullying could talk to their parents, and have the opportunity to explain their feelings about the situation, and what they could have done to prevent it happening initially.
- Explain that the incident is being recorded on a CPOMS (Online Incident Reporting and Monitoring System) as is normal procedure at Buckfastleigh Primary School. Solicit their support for mechanisms to help their child if necessary.
- Offer to contact the parents in the future, to find out how the child is, and to show that we care about all children at Buckfastleigh Primary School.
- Complete CPOMS (Online Incident Reporting and Monitoring System). Closely monitor the situation involving the children concerned, and inform other adults who work with the children and lunch-time supervisors, so that as many people as possible can ensure that there are no repeat incidents.

Responding to groups:

It is important to know something of the dynamics of the group before you act. Tackle each group member individually and find out exactly what is happening and their feelings about the situation or about other people involved. Get each person to take responsibility for his/her actions. It is particularly important to identify the ring leader. If, as a result of these meetings, it is established that bullying is happening, then the same procedures should be followed as above in dealing with the victim and perpetrators of bullying behaviour.

Prevention is better than cure

- Ensure that anti-bullying remains a high profile area of concern for children. We want Buckfastleigh Primary School to be a 'telling school', where children feel relaxed and secure about coming forward to tell others about bullying.
- The ethos of the school should promote positive behaviour towards everyone.
- Remind children that if they have problems they should talk to someone, either at home or at school.
- Communicate with other staff: ensure that lunchtime staff, PPA teachers, TAs and other adults who work with any children involved in bullying situations are aware, so that they can monitor behaviour and the relationships between children at school. The more people that know, the more we can care for each other and the less likely it is that such situations will arise again.
- Ensure that PSHE work includes regular examples of work to boost children's self-esteem, value the differences of others, work cooperatively on tasks and understand the feelings of others in different situations.

Monitoring, evaluation and review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

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