

Battle and Langton Church of England Primary School



Anti Bullying Policy

Policy Title	Anti Bullying Policy
Purpose and Scope of Policy	<p>Purpose: To ensure incidents of bullying are dealt with in a systematic and fair way for all parties involved.</p> <p>This policy can be used to deal with incidents of bullying in the school and defines the word “bullying” for the school. This policy aims to prevent incidents of bullying from occurring. It supports all involved parties in bring the matter to a fair, supportive resolution.</p>
Related Polices	Behaviour Policy, Online Safety Policy, Safeguarding Policy
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Introduction

At Battle and Langton CE Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010 it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Battle and Langton CE Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision, Aims and Values.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment. The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a pupil enters our school, and throughout their time at Battle and Langton CE Primary School. They are:

- 1 every pupil is a unique pupil , who is constantly learning and can be resilient, capable, confident and self-assured;
- 2 pupils learn to be strong and independent through positive relationships;
- 3 pupils learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- 4 pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

Bullying Definition

At Battle and Langton CE Primary School we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree with the Anti Bullying Alliance definition that bullying is:

the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online

Types of bullying can include

Physical Bullying

Pushing, poking kicking, hitting, biting, pinching etc

Verbal Bullying

Name calling, sarcasm, spreading rumours, threats, teasing, belittling etc

Emotional Bullying

Isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, coercion etc

Sexual Bullying

Unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate recordings etc

Online/Cyber Bullying

Posting on social media, sharing photos, sending nasty text messages, social exclusion etc

Vulnerable Children

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transgender.

Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

School Rules

Our school rules are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our school rules are as follows:

- **Ready**
- **Respectful**
- **Safe**

Behaviour Policy

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationship building to prevent inappropriate behaviour, and promote positive behaviour.

Responding to Bullying

In any case of alleged bullying, the Headteacher/Deputy Headteacher/Phase Leader/class teacher should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, a senior leader should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS. Parents of both parties should be informed.

If the situation does not improve, the Headteacher/Deputy Headteacher should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

Signs of Bullying

All staff should be vigilant in looking out for signs of bullying or other child protection issues including:

- **Physical:** unexplained bruised, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Emotional:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school, going home for lunch, taking longer to get home, coming to school with excess money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.