



Anti-Bullying Policy

Audience

This policy is to be read by all members of our school community and in conjunction with the school Safeguarding Policy.

Aims:

We 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. Bullying can be fuelled by prejudice and we work to create a culture where prejudice and hatred is not accepted. This can manifest itself as homophobic, transphobic, biophobic, racist, faith, sexist and disablist bullying. 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.

- 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 will be supported when bullying is reported.
- Bullying will not be tolerated.
- As a school we promote the Equality Act 2010 as a model of accepting and celebrating difference across the school and wider community.

Equal Opportunities

At Bells Farm we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Safeguarding

The welfare and safety of children who attend our school is our paramount concern. We will promote the health, well-being and safety of the pupils in all we do.



We recognise that our children have the right to protection, regardless of age, gender, race, culture or disability. We understand our responsibilities set out under section 175 of the 2002 Education Act and the latest version of the Statutory DfE Guidance 'Keeping Children Safe in Education' to work together in partnership with other agencies to help children to grow up in a healthy and safe environment.

What Is Bullying?

Bullying thrives in cultures where name-calling, unwanted touch, rumour mongering and disrespect go unchallenged. Bullying results in pain and distress to the victim. It is not a one off incident – we use the acronym S.T.O.P! in reference to bullying behaviour. This stands for Several Times On Purpose.

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 including sexting
- Homophobic and Bi-phobic - because of, or focusing on the issue of sexual orientation
- Transphobic - because of, or focusing on the issue of gender identity
- Verbal - name-calling, sarcasm, spreading rumours, teasing.
- Cyber- all areas of internet, such as email & internet chat room misuse, mobile phone threats or taunting by text messaging & calls including sexting.
- Misuse of associated technology, i.e. camera & video facilities.
- Gender based, e.g. girls being touched/assaulted or boys being subject to initiation/hazard type violence
- Faith based – people being intimidated because of their faith and beliefs

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.

Bells Farm has a responsibility to respond promptly and effectively to issues of bullying.

Reporting of bullying procedures at Bells Farm



Children are actively encouraged to report any incidents of bullying to an adult in school. This will be reported immediately to a member of the SLT through CPOMS. The incidents will then be investigated to ensure that the behaviour stops immediately.

1. All reports will be logged on CPOMS with a bullying tag attached to it so that DSLs are aware of all information regarding the child and can raise it to a safeguarding concern if necessary.
2. In serious/repeated cases parents will be informed and will be asked to come in to a meeting to discuss the problem.
3. If necessary and appropriate, police will be consulted.
4. Strategies will be employed to help the bully (bullies) change their behaviour. At all times, this will be done through a restorative approach (See Appendix A; Peacemakers).
5. Even where safeguarding is not considered to be an issue, schools may draw on a range of external service to support the pupil who is experiencing bullying.
6. Where bullying outside school is reported to school staff, it will be investigated and acted on. The headteacher will consider whether it is appropriate to notify the police. If the misbehavior could be criminal or poses a threat to a member of the public, the police will always be informed.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989.

Sanctions to be consistently applied

1. After a restorative conference, pupils will be brought together so that the bully can repair the harm that they have caused. In most cases, the bully (bullies) will genuinely apologise. Other consequences may take place at this time as a result of the restorative process. Where possible, the pupils will be reconciled.
2. In serious cases, exclusion will be considered.
3. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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
- 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 investigated.

Cyber bullying

What is Cyber bullying?

- Cyber bullying is the use of ICT, commonly a mobile 'phone or the internet, deliberately to upset someone else.
- It can be used to carry out all the different types of bullying; an extension of face-to-face bullying
- It can also go further in that it can invade home/personal space and can involve a greater number of people



- It can take place across age groups and school staff and other adults can be targeted
- It can draw bystanders into being accessories
- It includes: threats and intimidation; harassment or 'Cyber stalking'; vilification/defamation; exclusion or peer rejection;
- impersonation; unauthorised publication

Reporting cyber bullying

If cyber-bullying is suspected or reported it should be dealt with using the same procedures as this policy outlines for bullying. Any case of cyber-bullying must be reported to the Head teacher Mrs Butterworth or Mr Baddhan (e-Safety Co-ordinator) as soon as possible. An online safety incident report must also be completed and submitted to the Head teacher. These forms are available at the school reception or on our website on the e-Safety page.

In addition at Bells Farm Primary we promote the positive use of technology:

- Make positive use of technology across the curriculum
- Use training opportunities to help staff develop their practice creatively and support pupils in safe and responsible use
- Highlight the importance of e-safety messages, which include cyber-bullying, through the annual teaching of specific units. **www.thinkuknow.com**
- Ensure children are aware of reporting procedures in place
- Ensure all staff and children understand the importance of password security and the need to log out of accounts

Monitoring

This policy will be monitored by the senior management team and the pastoral committee on the Governing Body

This policy will be reviewed annually

Person(s) responsible: Deputy Head – Miss McClelland

Date of policy: September 2017

Date of review: September 2018

HELP ORGANISATIONS:



Advisory Centre for Education (ACE) 0808 800 5793
Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
Parentline Plus 0808 800 2222
Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.



Appendix A

Peacemakers (Restorative Approaches)

Here at Bells Farm we are working together to improve how we build, keep and promote positive relationships. We use a Restorative Approach to behaviour and learning. At Bells Farm, we call this 'Peacemakers'.

What is Peacemakers?

Peacemakers is an approach that helps everyone involved in an incident share how they are feeling about it, how it has affected them and what has happened. By going through this process, everyone is able to put right what went wrong whilst feeling listened too. It can bring those harmed by conflict and those responsible for conflict into communication. This helps us build good relationships and gives everyone involved the skills needed to resolve problems, begin to repair harm and find a positive way forward. Using this method allows both children and adults to become more independent and develop empathy for others.

We are working alongside Peacemakers to develop this.
www.peacemakers.org.uk)

- Restorative Approaches allow schools to become solution focused
- Restorative Approaches allow people to develop strong conflict resolution skills, learn about their own behaviour and its effect on others.
- Restorative Approaches encourage people to recognise harm caused and resolve their own conflicts in an appropriate and supportive way.

Who are the Peacemakers at Bells Farm?

- Pupils
- Peer mediators
- Parents
- Teachers
- All Staff
- Governors



How do we deliver Peacemakers at Bells Farm?

Restorative approaches link with our Behaviour policy. In school we build relationships using a number of different strategies. Some examples include:

- Check in, check out time
- Circle time
- PSHE curriculum
- Assemblies
- Restorative circles
- Restorative chats
- Displays promoting emotionally literacy
- Peer Mediation

How do we help children to actively problem solve?

When our pupils find themselves in conflict or upset we will ask them:

What happened?

What were you thinking when it happened?

What do you think now?

Who has been affected or upset by this and how?

What needs to happen to put this right?

What is Check in/Check out Time?

This is an opportunity during register time or at the end of the day for pupils say how they are feeling.

If the children a negative response, then this will prompt a member of staff to have a further discussion and find out what the issue is. This enables the child to verbalise



their feelings and create a positive response so that the child can move forward as, often, worries which seem big to a child can easily be solved. It also allow pupils to understand how others might be feeling so that they can be supportive too.

What is Circle time?

During circle time, all the children from one class, sit together in a circle to do activities and learn from each other. Activities and conversations are had to develop emotional literacy, empathy and co-operation.

What language do we encourage?

We ask that the children explain how they are feeling all of the time so that they can identify how they react when they have these feelings and how they can respond well to them. As such we try to move language away from happy, sad and angry and towards language such as proud, frustrated and annoyed. All classrooms display alternative language.

Why are we doing this?

- To provide a safe environment and opportunities to discuss issues
- To encouraging appropriate behavioural changes
- To encourage people to talk about how they 'think' and 'feel'
- To develop an acceptance of responsibility
- To developing an emotional intelligence