

# Brettenham Primary School



## Anti-Bullying Policy

Reviewed: October 2022

Next review date: October 2024

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### Introduction

At Brettenham 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 Brettenham 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's safeguarding team.

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

### 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. We value all of our pupils and strive for Brettenham to be a school where there is *Harmony through Honesty, Awareness, Responsibility and Respect*.

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 School. They are:

- every pupil is a unique pupil, who is constantly learning and can be resilient, capable, confident and self-assured;
- pupils learn to be strong and independent through positive relationships;
- 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
- pupils develop and learn in different ways and at different rates including pupils with special educational needs and disabilities.

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable and where a safe and secure environment is sustained for all pupils.

## Bullying Definition

At Brettenham Primary School, we discuss with all pupils what bullying is, as well as incidents we would not describe as bullying. These discussions take place during assemblies and PSHE lessons throughout the year.

Brettenham Primary School defines bullying as:-

Repeated intimidation of a victim that is intentionally carried out by a more powerful person or group in order to cause physical and / or emotional hurt.

Three Main Features:

1. Deliberate aggression
2. Unequal power relationship
3. Results in pain and/or distress

The infographic features a central image of a child holding a sign that says 'DEFINING BULLYING'. Below this, it is divided into two columns: 'WHAT IT IS:' and 'WHAT IT ISN'T:'. A blue box on the left highlights the text 'Repeated behaviour Happens over and over again'.

WHAT IT IS:	WHAT IT ISN'T:
- Habitual physical or emotional harm	- A simple conflict or argument
- An imbalance of power	- A game gone too far
	- A one-time event

Anti-Bullying Alliance

## Definitions of bullying behaviour:-

**Physical** - hitting, pinching, pushing, kicking and any other forms of violence; taking or damaging belongings.

**Verbal** - name calling, malicious gossip, spreading rumours, insulting, teasing, intimidation, extortion and racial remarks.

**Emotional** - ridicule, humiliation, tormenting, exclusion from group.

**Racist** - This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status (*Article 30 You have the right to use your own language and practice your own culture*)

**Sexual** - unwanted sexual contact or abusive comment (*Article 34 You have the right to be protected from sexual abuse*)

**Homophobic** – because of, or focusing on the issue of sexuality, motivated by a prejudice against lesbian, gay or bisexual people

**Cyber-Bullying:** The rapid development of, and widespread access to, technology has provided a new medium for ‘virtual bullying’, which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

**Vulnerable Groups:** 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 with special educational needs and disabilities \(SEND\) | NSPCC Learning](#))
- Children from ethnic minorities ([Safeguarding children from Black, Asian and minoritised ethnic communities | NSPCC Learning](#))
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian or bisexual ([Safeguarding LGBTQ+ children and young people | NSPCC Learning](#))

## Signs of Bullying

Staff and parents should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, being withdrawn or 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, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

### **Bullying Prevention**

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given 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.**

**Online safety** is an important and on-going part of the school Curriculum and information for parents is included in newsletters and on the School's website. Online workshops are held to raise awareness of cyber-bullying.

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

- **Honesty**
- **Awareness**
- **Responsibility**
- **Respect**

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

### **Responding to Bullying**

All cases of alleged bullying should be reported to a member of the Headship Team or senior member of staff. In any case of alleged bullying, a senior member of staff 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, the Headship Team (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) both individually and, if the victim agrees, together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation and accept a sanction, which may include; losing play times, exclusion etc. Both parties should be clear that a repeat of these behaviours will not be acceptable. All bullying incidents must be recorded on the MyConcern system. Parents of both parties should be informed of the agreed actions.

If the situation does not improve, the Headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) again and agree clear expectations and likely further sanctions if the behaviour continues, this should be shared with the pupils involved. Any further incidents will lead to intervention, this may include a fixed term exclusion and referral to outside agencies.

Further monitoring, support and sanctions as deemed necessary will be put into place. Any necessary action should be taken until the bullying has stopped.

Further information on protecting children from bullying is available at

[Protecting children from bullying and cyberbullying | NSPCC Learning](#)

[Recognising and responding to child abuse and neglect | NSPCC Learning](#)

Contact Details of Nominated Anti Bullying Lead

Name: David Taylor (Deputy Head)

Contact – Via the school office