



**BROADWAY
FIRST SCHOOL**
Inspire • Challenge • Achieve

Anti-Bullying Policy

	Date	Signed
Staff agreement:		
Governor agreement:		
To be reviewed:		

Broadway First School Anti-Bullying Policy

DEFINITION

1. Bullying is **deliberate and persistent** harassment or aggressive acts which cause hurt to another. The hurt can be either physical or psychological; inflicted by one child or a group. We describe this to the children as:

Several

Times

On

Purpose

2. It may include one or more of the following:

- Hitting, kicking, pinching, spitting, threatening or using intimidating behavior
- Name calling
- Making a fool of someone
- Teasing or sending nasty notes
- Spreading rumours and malicious gossip about someone
- Deliberately destroying another child's property
- Repeatedly excluding a child from a group
- Locking another child in a room.

3. Some indicators that a child may be being bullied:

- Changes in behaviour
- Damage to or loss of items of clothing, property, schoolwork etc
- Deterioration in attainments
- Reluctance to attend school
- Sleep problems/nightmares
- Frequent injuries

AIMS

1. To establish an understanding of what is meant by the term 'bullying'.
2. To make all who come in contact with the children aware of the signs that bullying may be taking place.
3. To set out guide lines for dealing with bullying in terms of
 - a) General support for victims
 - b) Specific routines for dealing with incidents when they occur
 - c) Support for the bully

OBJECTIVES

Children from ethnic minorities, disabled children, young people who are gay or lesbian, or those with learning difficulties are more vulnerable to this form of abuse. Special care needs to be taken to ensure the emotional wellbeing of these groups and education needs to deter it as is appropriate for their age.

Everybody has a responsibility to work together to stop the bullying – the staff, the parents

and the children. There has to be commitment to early identification of bullying and prompt, collective action to deal with it.

STAFF AWARENESS AND ACTION

Guidelines for teachers, assistants and lunchtime supervisors:

- Remember at all times to act as adult role models to all the children - Identify times and places where bullying may occur and do spot checks in corridors, toilets, cloakrooms.
- Encourage children to report incidents of bullying; listen carefully, and follow it up by appropriate action. Always report incidents and reports to the Headteacher.
- Be on the alert for behaviour which may indicate that a child is being bullied, and investigate carefully.
- Support victims of bullying by listening and monitoring closely.
- Help bullies by encouraging them to change their behaviour.
- Stand where you can see the whole playground.
- Make spot checks in toilets and secluded parts of the school – for example, the buddy benches and check around the sheds.
- If you see a child in the corridor during a break time, check why they are there.
- Discuss bullying and what to do to prevent/report it through the curriculum as appropriate. For example, 'Stay Safe' week annually throughout the school; making friends and falling out in KS1; Sex and Relationship Education in Year 5; Computing lessons throughout the school.
- Be aware of the 'Prevent' strategies (e.g. sharing, awareness and respect for other cultures, staying safe on line) and make them part of daily classroom practise.
- Use emotion coaching to deal with inappropriate behaviour.
- Where there is a concern about a child, make sure that you mention it during Morning Briefings. Lunch Time Supervisors are to report all concerns to Mrs Clements, who attends these meetings.

STRATEGIES FOR THE PREVENTION OF BULLYING AND WHAT WE WILL DO WHERE IT IS SUSPECTED

Together with classroom practise, the curriculum and strategies listed above (e.g. SRE education) we also aim to prevent bullying by recognising our core values (Respect, Togetherness, Resilience, Ambition and Pride to create a culture of:

- Respect for every child/young person's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available.
- Respect for every individual's feelings and views.
- Recognition that everyone is important and that our differences make each of us special.
- Appreciation of others by acknowledging individual qualities, contributions and progress.
- Ensuring safety by having rules and practices carefully explained and displayed for

all to see.

Guidance for Parents Who Are Concerned About Bullying

1. Listen to your child. Ask them, gently, for details and note them when you are on your own. Try to ascertain who and when. Is there a pattern? Make a note of their response.
2. Ask your child to draw how they are feeling. Ask them if he/she is happy for you to share it with school.
3. Ask your child who they feel comfortable talking to in school.
4. Use the helplines listed at the end for further support to help your child at home if you suspect bullying.
5. If there is a pattern, make an appointment to see the Headteacher or Deputy Headteacher. If there is not a pattern, (that is, if it is not several times on purpose) make an appointment to meet the classteacher.
6. Bring your notes and the picture to the meeting if possible. Together, we will agree what approach to take. Whichever is used, parents of the second child will be informed of the concern.
7. If you meet with the Headteacher/Deputy, s/he will offer to ensure that someone contacts you during the day to let you know how your child is. S/he will also offer you a meeting in a week's time to review the situation.
8. If you meet with your child's classteacher, they will keep in touch and let you know how your child is coping. This may be discussion at home time, a call or a note in your child's home-school book.
9. The school may discuss additional support for your child – for example: a lunchtime buddy, access to the library, work to boost self esteem).

Support for the children who are identified as victim or perpetrator:

- Children/young people should know who will listen to and support them.
- Any advice and assistance will be given by an experienced member of staff.
- Children/young people should have access to Helpline numbers – for example 'Childline' is displayed around the school.
- Where possible, the school will adopt the 'No Blame Bullying' approach.
- Children/young people should be told what is being recorded, in what context and why.
- Systems should be established to open the door to children wishing to talk about bullying or any other issue that affects them. Barriers to talking need to be broken down to enable children to approach adults. For example, asking them who their 'trusted adult' may be.
- Anyone who reports an incident of bullying will be listened to carefully and be supported, whether it's the child being bullied or the child who is bullying
- Any reported incident of bullying will be investigated objectively and will involve listening carefully to all those involved
- Children/young people being bullied will be supported and assistance given to uphold their right to play and live in a safe environment which allows their healthy development.
- Those who bully will be supported and encouraged to stop bullying. Other agencies

may be involved in this process (e.g. Early Help/Behaviour Support Team).

- Sanctions involving long periods of isolation, or which diminish and make individuals look or feel foolish in front of others, should be avoided. Sanctions will be considered in line with the school's behaviour policy.

Support for the parents/guardians:

- Any information from the police or information regarding e-safety will be published on the school website.
- Parents/guardians are advised of policies and procedures in relation to bullying.
- Any suspected incidents of bullying will be discussed with the children's parents (both victim and perpetrator).
- Parents will be kept informed about how both children will be supported.
- Advice on coping with bullying will be given.
- Parents will be provided with the contact details of agencies/support lines.
- Parents will be invited to talk to the Headteacher and the school counsellor throughout the process of ensuring that it does not continue and that both the victim's and the perpetrator's needs are met as best as the school can manage.

IMPLEMENTATION

PROCEDURE FOR DEALING WITH CONCERNS REGARDING BULLYING (SCHOOL):

There are two ways in which the school may deal with incidents.

The first, and preferred option, is the NO BLAME BULLYING approach. This means that the perpetrator is not directly 'accused' of the behaviours that they are suspected of showing. Instead, the focus is on making them understand how the other person is feeling and making them an integral part of changing things. At the same time, the needs of the perpetrator will be considered and addressed by staff where possible (e.g. if s/he has low self esteem) as well as the needs of the victim.

The second option is to use rewards and sanctions – there will be a sanction for the behavior and support to modify it. The needs of the victim and the perpetrator will be considered, and where possible, support will be provided.

When a pattern is suspected, staff must write down all of the incidents/times/events you can remember. Also refer to the Headteacher's Care File (log of any incident that s/he has dealt with). If there is a pattern, report it to the Headteacher immediately. If not, ask staff to keep a 'watch' on the children you are concerned about.

1. Make a written record of incidents/concerns.
2. Discuss the incident individually with the children involved. Make notes of what they say and speak to each child individually without the others being able to hear.

- Where possible, ask the victim to draw a picture of how they are feeling. Ask for permission to share this with the perpetrators.
3. Where possible, share the picture with the child(ren) that have been suspected of causing the bullying and ask what can be done to rectify this? (This is known as the 'no blame bullying' approach).
 4. Where it is not possible to use the 'No Blame' approach, then the bullying child might, for example, lose playtime/s and be supervised in the classroom.
 5. Tell parents/carers – ask all parents if they have any concerns. Investigate how they may be addressed at school.
 6. Hold a review meeting after a week.
 7. If there is evidence of further bullying, arrange to meet with the both sets of parents/carers to discuss the nature and level of the support the school intends to make and identify how parents/carers might help.
 8. Once the incident has been successfully resolved, unless there is a further occurrence of bullying, don't refer back to it.
 9. If further bullying takes place, recall the bullying pupil's parents/carers
 10. Decide whether to give a fixed term of exclusion, if the bullying is severe when first identified or prolonged.

Staff responsibilities

All staff are responsible for the implementation of this policy.

The Headteacher, Mrs Browning, is the named contact for concerns regarding bullying Prevent. Please discuss any concerns with her personally. If she is not available please do not delay – speak to Mr Poultney (Deputy Headteacher) and they will work together upon her return.

Mrs Dudfield liaises with families and children regarding emotional well-being.

Mr Callaghan is the named contact for e-safety.

Useful Contacts

Childline- 0800 1111 www.childline.org.uk

NSPCC Helpline- 0808 800 5000

www.there4me.com (an online service for young people)

Parentline Plus www.parentlineplus.org.uk

It is important to note in all correspondence that the anti-bullying policy is not a reaction to bullying, but an attempt to prevent bullying becoming a problem.