



Brackenhill Primary School

Anti-Bullying Policy



Our School Vision



At Brackenhill, success is for everyone. Whether you are a mighty Oak or a tiny acorn, you can achieve and become anything you want to be. No matter what part of the journey you join us on, we will support you every step of the way and nurture your growth to help you reach your full potential. By providing you with opportunities that inspire and ignite your curiosity, we will water your thirst for knowledge to instil within you a love for learning so that you may flourish.

No matter what the weather, rest assured you will never be left alone and there will always be somebody to shelter you. Whether you are a creative rose, a curious daffodil, a content sunflower or a cheeky dandelion, at Brackenhill Primary, you will be able to blossom within our colourful and vibrant garden. You will grow with others around you on fertile ground to create a better world for everyone rooted in respect and kindness. No matter where you disperse, you will take your seeds of knowledge with you, offering them to gardens all around the world, knowing you will always have a place at Brackenhill.

Approved by:

Julie Heilds

Date: May 2024

Next review due by:

May 2025

Introduction

At Brackenhill 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;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Brackenhill 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 Positive Relationships Policy, our Safeguarding and Child Protection Policy and the School's Vision, Aims and Values.

Aims and objectives

The staff at Brackenhill Primary School are committed to providing and encouraging a caring and secure environment where all pupils can learn and develop in order to prepare them for adult life. In order to do this it is vital that pupils, parents, staff and Governors are aware of what is considered unacceptable behaviour within our school, what procedures and strategies are in place to deal with incidents of bullying and how the methods intended to keep our pupils safe are monitored. This policy is based on our positive relationships policy and the evaluation of information and gained from pupils, parents and staff, discussions in class and in assemblies and from other sources of help such as the DFE publication "Prevention and Tackling Bullying". It aims to outline the school's preventative strategies and procedures in cases of bullying. The effectiveness of this policy and how the school could improve its monitoring of pupil behaviour is assessed through regular discussion and reflection between staff, in class, in assemblies, through pupil voice, the Junior Leadership Team and through contact with parents.

Bullying Definition

At Brackenhill 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 that:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally;

Bullying usually happens when the relationship is imbalanced;

It could be prejudice-based or discriminatory

Types of Bullying

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.

Racist Bullying

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.

Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups

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

Looked After Children

Children having caring responsibilities

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 transsexual

Those suffering from health problems, including mental health

Signs of Bullying

Staff 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 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.

E-safety is an important part of the Curriculum and information for parents is included in newsletters and on the school's website. E-safety workshops are held to raise parents' awareness of cyber-bullying. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Positive Relationships Policy

Our Positive Relationships 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 the Headteacher/Deputy Headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the Headteacher, or 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 Headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The consequences of their actions on the victim(s) should fully explained to the perpetrator(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

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

If the situation does not improve, the Headteacher (or senior leader) 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.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell you
- Follow our procedures for reporting concerns

The role of parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the response, they should contact a member of the Senior Leadership Team. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed on the school website. Parents have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

Remember

Bullying can have a huge negative impact on children – in the short and long term
Be on the lookout for signs of bullying, and be aware of who might be more vulnerable
Report any concerns you have
Take prejudice-based bullying seriously and listen to children affected by it