

Brierley Hill Primary School

Anti-Bullying Policy



Approved by: The Governing Body

Last reviewed on: January 2024

Next review due by: January 2025

Purpose

To provide clear guidance for all children and adults in school on the framework for anti-bullying and strategies used to achieve the school aims.

At Brierley Hill Primary School, we strive to develop an ethos where bullying of any kind is regarded as unacceptable.

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">● Racial● Faith-based● Gendered (sexist)● Homophobic/biphobic● Transphobic● Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Reasons why children bully

Studies highlight a range of motives:

- Feeling they don't fit in
- Need to be seen as tough
- Think it's okay to hurt others
- Repeating behaviour shown to them
- Not liking themselves and jealous of others
- Are being bullied themselves
- Related to race/religion or culture
- Related to SEN or disabilities

- Related to appearance or health conditions
- Related to home circumstances
- Related to sexual orientation

Effects of bullying on the victim

- Stress/panic attacks
- Inability to concentrate
- Lack of motivation
- Anxiety about coming to school
- Loss of confidence/self esteem
- Food disorders
- Unhappiness/depression
- Isolation
- Self-harm
- Nightmares/enuresis
- Feelings of failure

Specific types of bullying

Staff should be aware of bullying aimed at specific groups of children. This may be racist, sexist or related to disability / SEN.

Strategies to prevent bullying

At Brierley Hill Primary School a range of strategies are used to support the prevention of bullying. To achieve our vision, our work to tackle bullying will take two pathways, prevention and response:

Prevention:

- Promotion of positive relationships, an ethos which promotes tolerance and respect an ethos in which every child feels safe and valued by reliable and responsive adults.
- Planned curriculum approach through the Jigsaw programme.
- Pupil voice through the School Council
- Assembly themes
- Clear expectations at break and lunchtimes, appropriate staffing levels
- Behaviour policy addressing bullying
- Focus Anti Bullying week
- We will promote and share good anti-bullying practice and provide training for staff that will include e-safety and cyberbullying.
- We will work to help children and young people become resilient.
- Young people will be taught to respect difference and value diversity.
- We will work to involve and support parents and carers.
- Involvement of outside agencies e.g. Reflexions

Response:

At Brierley Hill Primary School, we aim to take all bullying issues seriously and to investigate any incidents thoroughly. We aim to ensure that:

- Alleged bullies and victims are interviewed separately
- Witness information is obtained
- Written records of the incident, investigation and outcome are kept
- Other staff are informed where appropriate
- Action is taken to prevent further incidents

Actions may include:

- Sanctions, in line with the behaviour policy
- Obtaining an apology
- Informing parents of the victim and the bully
- Child placed in isolation/corrective programme
- Exclusion – where appropriate
- Providing support for both the victim and the bully through – peer mentoring, work with the Learning Mentor, anger management, conflict resolution, working with parents and, where deemed appropriate, involvement of outside agencies

Reporting and Recording bullying:

At Brierley Hill Primary School, we have a ***“See Something, Say Something!”*** approach to bullying, and we aim to ensure that everyone knows it is their responsibility to report any incidents of bullying. Pupils are encouraged to report any incidents to any member of staff, immediately.

Incidents will be recorded on a log and in the Integris behaviour module.

This information will be shared with a member of the SLT and the learning mentor.

Working with those who bully others:

- Hold those who bully to account for their behaviour
- Demonstrate to them the harm which they have caused
- Give direction to behave in ways which do not cause harm
- Offer steps they can take to address harm they have caused
- Reward changed behaviour
- Provide information, advice and follow up.
- Consider various approaches such as Restorative Justice or mediation where appropriate.
- Are integrated and focused on the needs of the children and young people.

Children and young people who bully others may reveal issues for concern in their own lives. Victims may bully others and both victims and bullies may also be victims in other relationships. Understanding what lies behind the behaviour is the first step towards helping a child.

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 the school immediately. It is important to recognise that when such contact is made parents are often distressed or angry.

Staff must:

Keep an open mind

Make clear that the parent will be listened and the concern followed up

State clearly what will be done and when

Ensure that agreed school procedures are followed

Arrange a follow up call or meeting

Record information shared

Parents also have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

The role of staff

Staff in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep records of all incidents that happen in their class and that they are aware of in the school. Incidents are recorded on the Integris Behaviour Module. Where appropriate a member of the Senior Management Team is informed. Staff are also aware that some children may not always be prepared to disclose bullying to their parents, the school or even close friends. All staff are continually observing and monitoring the behaviour patterns of all pupils and where changes are noticed the SENCO or a senior member of staff is immediately informed and appropriate action taken if deemed necessary. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school and ensures that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. Governors require the head teacher to keep accurate records of all incidents of bullying and to report to them about the effectiveness of school anti-bullying strategies.

Monitoring, Evaluation and Review

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The policy will be shared with all parents in the children's individual planner.

Success Criteria:

- All adults are clear about responsibilities and procedures.
- Parents and pupils are clear about their roles and procedures when they have concerns.
- Anti-bullying strategies form an integral part of the curriculum