



Barley Fields Primary School

Anti-Bullying Policy 2022

Date Issued:	September 2022
Prepared by:	Head Teacher
Review date:	September 2024
Date Adopted by Governing Body:	September 2020

Barley Fields School aims to create a warm safe and happy environment where all children feel valued and are inspired to learn.

The purpose of this policy is to ensure all staff in school apply and develop a consistent approach to the response, monitoring and evaluation of bullying incidents in school. DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can take many forms including:

- calling names and verbal abuse;
- threatening and aggressive behaviours;
- pressuring them to give someone money or possessions;
- damage to possessions and property;
- spreading rumours about an individual or their family;
- using text, email or social media to write or say hurtful things (see cyber bullying below);
- planned ignoring or isolation.

It is also bullying if someone feels hurt because of things said about ethnic background, religious faith, gender, sexuality, disability, special educational need, appearance or issues in their family.

Our school will not tolerate bullying and follows three main principles when addressing bullying behaviour:

- we make sure that the person being bullied is safe;
- we work to stop the bullying happening again;
- we provide support to the person being bullied.

Measures are in place to reduce the likelihood of bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Cyberbullying

Cyberbullying is defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a number of different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

However it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

The role of governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying, and to report to the governors on request and annually about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter and the governing body will respond within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher, and asks her to investigate the case, and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The Head Teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in our school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use an assembly as the forum in which to discuss anonymously with other children why this type behaviour was unacceptable.

The Headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head Teacher, along with all staff, sets the school climate of mutual support, respect and praise for success. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Head Teacher will liaise directly with the parents of all children involved in any form of bullying activity by inviting the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the Head Teacher may contact external support agencies, such as behaviour support or social services.

The role of the teacher and support staff

All members of staff routinely attend training, which equips them to identify bullying and must follow school policy and procedures with regard to behaviour management and response to Bullying (See the Behaviour Policy).

Three key principles underpin our response to bullying behaviour:

1. To make sure the child being bullied feels safe;
2. To challenge the bullying behaviour;
3. To provide support including contacting parents and other agencies.

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place. Teachers keep their own records of minor disagreements or incidents that happen in their class, and that they are aware of in the school.

If teachers witness an act of bullying or an act of bullying is brought to their attention, they should take it seriously and begin an initial investigation it themselves. The incident should be referred to a member of the Senior Leadership Team. A record of the incident should will be added to CPOMs using the codes of either:

- Behaviour concern
- Bullying incident

Where an incident is identified as bullying an incident report form (Appendix 1) may also be completed and uploaded to the CPOMS system.

Teachers and support staff will do all they can to support the child who is being bullied and where it is ascertained that a child is being bullied, then, after consultation with the Head Teacher, informs the parents or carers of all children involved. Follow up action may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has been responsible for the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

The Role of Pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Pupils are invited to tell us their views about a range of school issues, including their perceptions of behaviour and bullying, in the pupil questionnaire. In the case of cyberbullying children may be asked to share evidence on mobile phones or computers.

For pupils who experience bullying it is important that:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For pupils who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Principles school ethos and PSHE within the curriculum help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Star Awards are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Bullying: recording and monitoring incidents

All records of incidents relating to bullying will be added to CPOMS recording system. Staff will record all incidents of bullying that occur both in and out of class, we record incidents that occur on the children's way between school and home and incidents of cyber-bullying/issues with social media.

The Role of Parents

It may be parents who report bullying incidents to school. Pupils and parents are more likely to report their concerns if they have confidence that prompt action will be taken, and if they are kept up to date with progress.

In recognition of this our school will ensure that:

- Staff receiving phone messages, notes or visits from parents have been trained in school systems and procedures and are clear about the steps they should take;
- School Office and other staff are sensitive to the emotional needs of parents contacting the school;
- Parents have confidence that staff will act promptly, take the concern seriously and not take action that makes the situation worse for their child;
- Staff take actions to agreed timescales and report progress to parents;
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Parents and carers, 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 Head Teacher or their child's class teacher immediately.

In relation to cyber bullying parents should check their child's mobile phone/social media platforms regularly and ensure that safety systems and appropriate security are in place. When concerns arise that occur outside the school day parents should inform school immediately and we will endeavour to help and support all parties appropriately. Often the first action will be to remove the child from the social platforms and monitor situations. If the bullying continues in school the usual procedures will be followed.

If parents are not satisfied with the response, they should follow the school's complaints procedure, as detailed in the School Prospectus.

Equal Opportunities.

Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion of the frequency and types of bullying incidents recorded by the school with the Headteacher. Analysis of information for patterns of people, places or groups will be carried out with particular reference to racist bullying, or bullying directed at children with disabilities or special educational needs may also be provided.

This policy will be reviewed every two years or earlier if necessary.

Bullying Incident Report Form



Date: _____

Barley Fields
Primary School

Reported by:		Role:
Date(s) and Time(s) of incident(s):		
Locations(s) of incident(s):		
Details of people involved <i>Please include names, genders, ages, ethnic origin, and children in care or children with special needs and each child's role - ringleader, outsider, reinforcer, assistant, defender, victim - and level of involvement. 1 = very involved 2 = involved 3 = slightly involved 4 = only indirectly involved</i>		
Bullying incident related to: tick all that apply <ul style="list-style-type: none"><input type="checkbox"/> Race Appearance or health condition<input type="checkbox"/> SEN or disabilities Sexual orientation<input type="checkbox"/> Gender Religion or culture<input type="checkbox"/> Age<input type="checkbox"/> Other (define)	Forms of bullying used: tick all that apply <ul style="list-style-type: none"><input type="checkbox"/> Physical aggression<input type="checkbox"/> Damaging or taking personal possessions<input type="checkbox"/> Deliberately excluding<input type="checkbox"/> Verbal threats<input type="checkbox"/> Name calling and teasing<input type="checkbox"/> Spreading rumours<input type="checkbox"/> Cyber bullying<input type="checkbox"/> Extortion<input type="checkbox"/> Other (define)	Frequency and duration of bullying behaviour: <ul style="list-style-type: none"><input type="checkbox"/> Once or twice<input type="checkbox"/> Several times a week<input type="checkbox"/> Daily<input type="checkbox"/> Persisting over two months<input type="checkbox"/> Persisting for more than a year
Incident: including relevant previous behaviour		

Checklist: Tick as appropriate

- Does incident involve same person?
- Have parents/carers been notified?
- Had individual discussions with all?
- Has action been agreed with perpetrator?
- Had group discussion with all involved?
- Has a follow up date been set?
- Has action been agreed with victim?

Other actions:

- medical treatment required?
- referral to other agencies?
- police involvement?
- specific report from staff attached?
- report to governors?
- other?

Details of actions agreed with everyone involved - including parents and carers where appropriate: