

BANDON HILL PRIMARY

ANTI-BULLYING POLICY

Meadow Field - Wood Field - Oak Field

Updated Spring 2021
Approved by governors
Review

At Bandon Hill, we expect everybody in the whole school community 'to respect and show kindness to everyone at all times and to stay safe'. The integrity of this Code of Conduct is compromised by incidents of bullying behaviour.

What is bullying behaviour?

There is no legal definition of bullying. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms including: physical assault, emotional blackmail, teasing, making threats, name-calling and online bullying. With the advances in technology it is now possible for online bullying to take place using many social media platforms such as 'TikTok' 'Facebook', 'WhatsApp', 'Instagram' and 'YouTube', email, instant messenger platforms such as 'Facebook Messenger', texting, gaming website such as 'Roblox', remote learning platforms such as 'Google Classroom' and 'Zoom' and other forms of online communication. The school will deal with an online bullying situation in the same way as face-to-face bullying.

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. *(DfE: Preventing and tackling bullying: Advice for Head Teachers, Staff and Governing Bodies: July 2017)*

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. Since September 2014 a greater focus on how well school leaders tackle low-level disruption was included in Ofsted inspections. *(DfE: Preventing and tackling bullying: Advice for Head Teachers, Staff and Governing Bodies: July 2017)*

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Head Teacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police.¹ If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline. For more information on how to respond to cyber-bullying please refer to the 'further resources' section of this document. (DfE: *Preventing and tackling bullying: Advice for Head Teachers, Staff and Governing Bodies: July 2017*)

Why have a policy?

- Bullying behaviour occurs in every school in the country and our school is no exception.
- We wish to prevent all incidents of bullying in our school
- When someone is subjected to bullying behaviour their self-esteem is diminished and their ability to learn is impaired.
- Victims of bullying behaviour need to know what to do when it occurs.
- Perpetrators of bullying behaviour need to know the consequences in school for their actions.
- Victims of bullying can become perpetrators of bullying.
- So all staff are informed as to what is acceptable and unacceptable behaviours at our school and what actions we take in response to bullying.

At Bandon Hill we aim to create a positive atmosphere where pupils, staff and parents feel they are known, secure and valued members of the school community; where all are committed to promoting good behaviour and motivated to learn. We believe that good behaviour is the key to a good education and that every member of our school community has a responsibility to teach children socially acceptable behaviour. (Behaviour Policy 2020)

What should staff do when a bullying incident arises?

1. Reassure the victim so that they know that you are taking the problem seriously.
2. Assess the seriousness of the situation and decide on the level of intervention required. Do you need to involve the Head teacher, Deputy Head, Assistant Head or a senior teacher? Incidents involving children within the same class are often best resolved by the adult who knows them best - the class teacher.
3. Remain calm and avoid getting personally drawn into the problem.
4. Make it clear that you disapprove of the unacceptable behaviour and not the perpetrator as a person.
5. Encourage the perpetrator to see the recipient's point of view and to apologise in your presence.
6. Give sanctions in line with the school's behaviour policy to be given to perpetrator. See *appendix A from the Behaviour Policy 2020*
7. Monitor the situation, establishing whether the concerns of the victim have been allayed.
8. Keep in close communication with parents/carers of the victim and the perpetrator.

9. Log all incidents on My Concern.

NB A more complete set of guidelines governing what to say and do appears in the section about the 'no blame approach'.

What if it is an incident that needs intervention from the Senior Management/leadership Team?

1. Alert the Head Teacher, Deputy Head, Assistant Head or a senior teacher.
2. All incidents are logged on the 'My Concern' system as well as next steps taken or action required.
3. The Head Teacher, Deputy Head, Assistant Head or senior teacher are to inform the parents of the perpetrator and the recipient to explain any action taken, if deemed necessary. All incidents will be investigated and may lead to sanctions in accordance to the school behaviour policy. *See appendix A from the Behaviour Policy 2020*
4. The Head Teacher, Deputy Head, Assistant Head or Key Stage manager should follow up each serious incident to ensure that the victim is supported and to prevent recurrence of the behaviour from the perpetrator.
5. Having met with the perpetrator's and victim's parents, follow up appointments should be arranged by the Head Teacher, Deputy Head, Assistant Head or Key Stage manager to ensure a satisfactory resolution.

How can teaching staff help to challenge the prevalence of bullying?

- Teach your children about bullying stressing that it is more complex than merely violent behaviour.
- Encourage your children to break the silence about bullying behaviour, including this in your list of classroom rules.
- Explain that the bystander is actually reinforcing the bullying process and has the power to stop or report the behaviour.
- Teach your children to talk through their disputes rather than resorting to aggression. This is an ideal subject for Wellbeing discussions.
- Invite your children to design posters to highlight and alleviate the problem.
- Use non-bullying methods of teaching.
- Never forget that bullying behaviour is learned and can therefore be unlearned.
- Teach e-safety lessons regularly in class and assemblies.

How can the victim's parents help?

- By listening, believing, and supporting their child.
- By encouraging their own children - and children whom they know are being bullied - to tell a teacher.
- By encouraging victims not to fight back.
- Speak to their children often about e-safety.

How can the perpetrator's parents help?

- To speak to their children regularly about acceptable and unacceptable behaviours in and out of school.
- Speak to their children how it would feel to be the victim. Discuss empathy.
- Work closely with the school.
- Give consequences at home for bullying behaviours in school and at home.
- Encourage their children to be honest with them.
- Speak to their children often about e-safety.

How can mid-day supervisors help?

- Intervene positively when behaviour is unacceptable.
- Talk calmly and rationally to children displaying aggressive and bullying behaviour.
- Help children to find an interest in the playground - individually or in a group, playing a game or talking.
- Keep in close communication with teachers, SMT & SLT.

The No Blame Approach

When dealing with a bullying incident it may be appropriate to meet the perpetrator and the recipient independently before attempting to bring them together. The aim should be to reassure the recipient and to show the perpetrator that their actions have caused distress and are therefore unacceptable. The ideal framework for such negotiations is the 'no blame approach'. The following guidelines are adapted from Anatol Pikas 'The common concern method for the treatment of mobbing', in Roland & Munthe (eds). 'Bullying: an International Perspective', David Fulton 1989.

The Perpetrator

When dealing with the perpetrator:

- Attempt to diffuse the situation. Do not exacerbate it by becoming angry, sarcastic or indignant.
- Accept the perpetrator's account initially to keep them talking.
- Try the following statements/questions - 'I would like to talk to you because I've heard that Robin has been having rather a hard time'. 'I need your help. Robin has been rather upset lately'. 'What do you know about all this?' or 'What have you seen?' After you have made the first couple of statements remain silent and wait for the perpetrator to respond. This may seem to take forever but, wherever possible, don't rescue them by talking to ease the tension.
- Try not to interrupt.
- When you detect in the perpetrator a note of concern for the recipient stop the conversation. Reinforce the notion that you both agree that there is something wrong with Robin.
- Elicit constructive solutions - 'What shall we do about it?'
- Aim to bring the perpetrator and recipient together for a constructive talk.

The Victim

When dealing with the victim:

- Reassure them that they have acted correctly in coming to you.
- Actively listen to them - eye-contact, nodding, making supportive sounds.
- Ask neutral questions such as - 'Who was involved?' 'When and where did this happen?' 'What did you say or do at the time?' 'How often has this happened or is this the first time?' 'Was there anyone who saw or heard this?' 'Have you spoken to anyone else about this incident?' 'How have you been affected by this behaviour?'
- Do not convey the impression that the recipient should feel guilty about being bullied and needing to seek help. It is not helpful if you conduct an interrogation or if you make comments or ask questions that make them feel that in some way they were responsible for the behaviour or that their complaint is trivial or time wasting.

A pupil who is being bullied does not have equal opportunities.

Links/Other documents which support this policy:

- Behaviour Policy 2020
- Keeping Children Safe in Education, September 2020
- Child Protection, FGM and Radicalisation Policy

- DfE: Preventing and tackling bullying: Advice for Head Teachers, Staff and Governing Bodies: July 2017

Appendix A

	<u>Behaviour</u>	<u>Reward/ Sanction</u>
Class teachers	<ul style="list-style-type: none"> ✓ Trying your best in class ✓ Trying your best with your learning ✓ Following instructions ✓ Being kind to your peers and adults ✓ Working together ✓ Being cooperative, sharing equipment 	<ul style="list-style-type: none"> ✓ Stickers ✓ Teacher stamps ✓ Achievement certificates ✓ KS1 Shooting Star ✓ KS2 stickers/ certificates on class system
Class teachers and Midday Supervisors	<ul style="list-style-type: none"> • Disruptive behaviour- talking leaving your chair, not on task, distracting others from learning • Using inappropriate language • Intentionally rough play • Hurting a peer emotionally-name calling, teasing etc 	<ul style="list-style-type: none"> • Verbal warning using the class system in KS1 (raincloud/ thundercloud) • Once on thundercloud loss of break time, 5 minutes blocks (can earn time back) • KS2 warning (name moved down on class system) • Discussion with an adult
Class teachers and Midday Supervisors	<ul style="list-style-type: none"> • Swearing at a peer • Rough play resulting in someone being hurt • Repeatedly carry out any of the 'yellow' behaviours, despite warnings 	<ul style="list-style-type: none"> • Total loss of playtime (cannot earn time back) • Inform parent or carer (contact diary or phone call) • KS1- Thundercloud and loss of playtime • KS2- Red mark and loss of playtime
SMT	<ul style="list-style-type: none"> • Damage to property- pulling displays off of the walls, tearing up work, hitting or kicking property • Throwing objects across the room or at staff and peers • Climbing on anything that isn't climbing equipment • Extended period of disruptive behaviour- over 30 minutes (disrupting others learning) • Rough play resulting in injury (visible mark) • Intentionally and repeatedly physically or emotionally hurting a peer • Inappropriate contact towards a peer (of any degree/force) • Leaving the room without permission • Make racially derogatory comments- or insult someone because of their religion, culture or race • Repeatedly carry out any of the 'light orange' behaviours, despite warnings 	<ul style="list-style-type: none"> • Straight to SMT • KS2- automatic red mark • Letter to parents • Internal exclusion
SLT	<ul style="list-style-type: none"> • Reliably witnessed, intentional physical assault- kicking, punching, biting, scratching, spitting, pinching, etc/aggressive language/behaviour towards adults or children • Failing an internal exclusion- refusal to complete tasks, disruptive behaviour • Swearing at any adults • Refusing to go into class/wandering the corridors • Repeatedly carry out any of the 'dark orange' behaviours, despite warnings • Witnessed by an adult or a number of their peers 	<ul style="list-style-type: none"> • Meeting with parents • Fixed period exclusion

