



**BROADWAY
FIRST SCHOOL**
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Anti-Bullying Policy

September 2022

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. It can occur offline (face-to-face) or online (via the internet).

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 or threatening
 - 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 guidelines 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 appropriate to 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
- Make it clear that bullying is not tolerated
- Do not leave children unattended; be in the classroom or play-ground before they arrive
- Identify times and places where bullying may occur and do spot checks in secluded parts of the school, e.g. corridors, toilets, cloakrooms
- Encourage children to report incidents of bullying; listen carefully, and follow it up by appropriate action
- 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
- 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, during anti-bullying week and through the delivery of the e-safety and SMSC curriculum.
- 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.

Staff Responsibilities:

The Headteacher is the named contact for concerns regarding bullying and Prevent. Please discuss any concerns with them personally.

The Pastoral and Safeguarding Lead liaises with families and children regarding emotional wellbeing (for example, being a 'friend' who checks in on children and checks how their day has been). All staff are responsible for the implementation of this policy.

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

Together with classroom practise, the curriculum (e.g. Relationships and Sex education) and items listed above we will also try to prevent bullying by recognising our core values (Respect, Togetherness, Resilience, Ambition and Pride) to try and 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
- Ensure 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?
2. Ask your child to draw how they are feeling. Ask them if it is ok for you to share it with school.

3. Ask your child who they feel comfortable talking to in school.
4. Use helplines for further support for helping your child at home if bullying is suspected.
5. If there is a pattern make an appointment to see the Headteacher. If there is not, make an appointment to meet the class teacher.
6. Bring your notes and the picture to the meeting if possible. Together, we will agree whether to take the 'No Blame Bullying' approach or an alternative one. Whichever is used, parents of the second child will be informed of the concern.
7. If you meet with the Headteacher, they will offer to ensure that someone contacts you during the day to let you know how your child is. They will also offer you a meeting in a week's time to review the situation.
8. If you meet with your child's class teacher, they will keep in touch and let you know how your child is. (This may be discussion at home time, a call or a note in your child's home-school book).
9. School may discuss additional support for your child – for example, a buddy at lunchtime or 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 should be given by an experienced member of staff
- Children/young people should have access to Helpline numbers
- 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
- Seek to understand why the child has undertaken the behaviours they have displayed in line with the **Child on Child Abuse Policy**, **Online Safety Policy** and the **Safeguarding with Child Protection Policy**, where appropriate
- Sanctions involving *extended* 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 and Discipline 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 Pastoral Lead 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.

Useful Contacts

- Childline- 0800 1111 www.childline.org.uk
- NSPCC Helpline - 0808 800 5000
- Kidscape- 020 7730 3300 www.kidscape.org.uk
- Family lives - 0808 800 2222, <https://www.familylives.org.uk>

IMPLEMENTATION

PROCEDURE FOR DEALING WITH CONCERNS REGARDING BULLYING

When a pattern is suspected, log all of the incidents/times/events you can remember. Also refer to the Headteacher so that any further action can be recorded. If a staff member is aware of any developing pattern, it should be reported to the Headteacher immediately. If not, staff will be asked to keep a 'watch' on the children staff are concerned about.

1. Complete behaviour log immediately and refer to Senior Leadership.
2. Discuss the incident individually with the children involved. 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. 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 the bullying child to 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 exclusion if the bullying is severe when first identified or prolonged.

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.