



MIDDLESEX
LEARNING
PARTNERSHIP

ANTI-BULLYING POLICY

WILLIAM BYRD PRIMARY ACADEMY

APPROVED BY: Local Governing Body

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What is Bullying?

William Byrd Primary Academy's definition of bullying:

Bullying includes a range of abusive behaviour that is

- repeated
- intended to hurt someone either physically or emotionally

We remember what counts as Bullying through the acronym **STOP**. In defining bullying, this is **Several Times On Purpose**. In challenging and eradicating bullying, as a strategy for students, it is the advice **Start Telling Other People**. We also name four main categories: Physical, Verbal, Emotional, and Cyber.

At William Byrd, staff are aware that bullying can often be an indicator of emotional, physical, mental or sexual abuse experienced by the bully. We recognise that the perpetrators of bullying may require as much emotional and holistic support as the victims. We recognise bullying as a safeguarding concern for the child bullying, and respond accordingly.

There are four elements to bullying:

1. Deliberate use of aggression
2. An unequal power relationship
3. The causing of physical pain or emotional distress
4. Repeated rather than isolated incidents

Bullying may include:

- Physical violence
- Verbal threats or taunting with racist, sexist or other personal abuse
- Spreading offensive rumours
- Excluding from a group
- Hiding, spoiling or destroying personal property
- Stealing and extortion
- Saying unkind or offensive things online, by text or via email

Aims and Objectives

Bullying is wrong and often results in mental health or physical effects on its victims, often having long term repercussions or impact. We therefore do all we can to prevent it by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety. We want to encourage children to grow into responsible adults who oppose all forms of bullying in their community.

This policy aims to produce a consistent school response to any alleged bullying incidents that may occur.

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.

The role of the Head of School

It is the responsibility of the Head of School 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 deal with incidents of bullying. The Head of School reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The Head of School ensures that all staff help children to know that bullying is wrong, how it is different from other forms of behaviour, and that it is unacceptable in this school and in their community. The Head of School supports this by:

- Providing opportunities for whole school activities in assembly and through an annual anti-bullying week in the Autumn term
- Gaining the views of parents/carers and pupils to support the implementation of this policy, to improve school practice, and to obtain information about any concerns regarding bullying
- Working with parents/carers to ensure they also know and support the school policy for preventing and dealing with bullying
- Monitoring the effectiveness of the policy and procedures, and reporting to the Governing Body

The Head of School ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Head of School sets the school climate of mutual support and praise for success, thereby making bullying less likely. 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 role of the Teacher

Prevention is our first goal; therefore, through planned curriculum programmes, teachers must ensure children know what bullying is, how to deal with it, and how to prevent it. Through cross curricular learning, teachers should take every opportunity to remind children of our school policy and practice where anti-bullying is concerned. This includes through Circle Time, Social and Emotional Aspects of Learning activities and Personal, Social and Health Education (PSHE) programmes. Discussions may also arrive as a result of the wider curriculum; through a diverse literary cannon, or discussions in humanities lessons, for example.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. Aligned with the message of our Equalities Objectives, staff praise, reward and celebrate the success of all children. We aim to make all feel valued and included, and thereby prevent incidents of bullying. Teachers are aware of who their vulnerable (including Looked After Children) pupils are, which students belong to minority groups.

Teachers and other staff in our school take all forms of bullying seriously, and intervene quickly to prevent or stop bullying incidents from taking place. Teachers must keep their own records of all incidents that happen in their class.

When children report bullying or staff suspect that bullying may be occurring:

- Children's reports are taken seriously. Even if it is not a case of bullying, it may be an indication the child is feeling unsafe or anxious;
- A full investigation is held, and the voices of all children involved are heard;
- Both sides of the story are heard, and staff do not always assume that the truth has been told first time;
- Staff feedback to the children and inform them of next steps or actions taken;
- Class teachers keep careful records of all incidents, reports and actions where bullying concerns a child in their class;
- Staff encourage the child who feels they are being bullied to speak out;
- Staff ensure children can talk to adults in private if they are feeling unsafe or need to report bullying;
- Victims of alleged bullying are allocated a trusted adult who they can go to at any time when they feel unsafe;

- The trusted adult will monitor the situation/relationship over time and pass all information to the class teacher and the Inclusion Team;
- Parents/carers of the child that is at risk of being bullied are informed and receive ongoing feedback;
- All cases of bullying are reported to the Pastoral Team, where records will be kept, even if the matter is resolved without members of this team becoming involved.

Where a child has been found to have displayed bullying type behaviour towards another child, the following actions should be taken by staff:

- The collation of Incident Reports, which will indicate if a child's behaviour is repetitive and will quickly identify children who are at risk of becoming a bully;
- Support put in place to support the at-risk child and to ensure this does not become a case of bullying;
- Parents/carers will be notified of concerns around repeated bullying type behaviour displayed by their child;
- Provide mentoring and support to ensure positive change in the behaviour;
- Report regularly to the parents/carers of the child and engage them in supporting their child to change their behaviour;
- Involve members of the Pastoral Team to support this process;
- Careful record keeping of all meetings and actions taken in relation to the case;
- Arrangements made, where necessary, to separate the children in class and in the playground to prevent further incidents and allow a 'calming down' period;
- If necessary, the Inclusion Lead may contact external support agencies such as the behaviour support team or social services;
- Appropriate consequences may be applied (see below).

A range of consequences will be applied as appropriate to the case. Where other children join in or encourage the alleged bully, they will also be considered as perpetrators. If children are found to be bullying:

- A Red Card will be given to the child who has displayed bullying type behaviour.
- Where violence is concerned, this is dealt with according to the Behaviour Policy, but with additional emphasis for the bullying context.
- They will face an agreed consequence decided through consultation with parents and staff, and confirmed by the relevant member of the senior leadership team. This could involve: the removal of playtime and break; restorative justice, or 'giving something back', such as supporting in a younger year group; internal exclusion; apology letters drafted and shared; or daily report to a member of the senior team. This list is not exhaustive and school staff reserve the right to select consequences as appropriate based on the age of the child and the extent or severity of the bullying behaviours.
- They may face a temporary suspension from earned responsibilities, such as a Prefect or Reading Buddy role.
- They may be removed from school sports teams or other events where they are representing the school.
- They may lose their places in after school clubs.
- A referral to a Children's Mental Health Champion or an Emotional Literacy Support Assistant will be made. Staff at William Byrd are aware that bullying itself is usually in itself a signifier of safeguarding concerns, and may be masking other concerns such as abuse, anxiety or other mental health concerns.

Failure to improve behaviour or repeated acts of bullying will lead to formal seclusion and exclusion from school.

The Role of the Children

- If children are feeling unsafe or anxious about something which is happening, they are encouraged to tell an adult. This can include the Class Teacher, Welfare Officer, Learning Support Assistants, Lunchtime Supervisors, Pastoral Manager, ELSAs, or a member of SLT.
- Children are reminded to walk away from children who call them names or say unkind things, and to report them, in private, to a member of staff.
- Children should always tell their class teacher if they feel they are being bullied.
- Children should never join in with name calling, fighting or other bullying actions initiated by others.
- Children should always tell a member of staff if they see bullying happening. Keeping quiet is passive acceptance and tolerance of the behaviour.
- Children should always help staff who are investigating bullying by telling the truth, and by never covering up for others.
- Children should always encourage other children who are being bullied to tell a member of staff.
- If children are being left out by others, play with them, comfort them and cheer them up.

The Role of Parents/Carers

- Actively encourage their children to support the school's anti-bullying policy and be a positive member of the school, demonstrating the five Guiding Powers at all times.
- If parents are concerned that their child is being bullied, or suspect their child may be carrying out bullying activities, they should contact their child's class teacher immediately.
- Parents should help their children to understand what bullying is, how to deal with it and how it is persistent, repeated and intentional.
- Parents should encourage and support children to follow the school rules about anti bullying, particularly to always tell, in private if they prefer.
- Remind their children that if they join in with a bully or encourage them, they are also bullying.
- If parents are informed their child has been involved in bullying, they should work with the class teacher and other staff to investigate this, and subsequently monitor and support their child in changing their behaviour
- Parents must work with the school to resolve bullying issues and take any concerns they have to the class teacher.
- Parents must never approach other parents/carers or children with regard to allegations of bullying.

Parents/carers and staff must always treat each other with trust and respect when discussing difficult matters concerning children and bullying. It is a difficult time for all concerned, but can be more effectively resolved by working together and showing the children how best to deal with problems.

If a member of staff fails to show respect, the matter can be dealt with through the Complaints Policy. If a parent/carer fails to show respect, shouts at and/or abuses a member of staff there is a procedure outlined in the Policy for Parents/Carers on School Site.

Cyberbullying

"Bullying can be done verbally, in writing or images, **including through communication technology (cyber bullying) e.g. graffiti, text messaging, e-mail or postings on websites.** It can be done physically, financially (including damage to property) or through social isolation. Verbal bullying is the most common form of bullying."

When a bullying incident directed at a child occurs using email or mobile phone technology, either inside or outside of school time:

Parents/carers and children report immediately to the school, where we can carry out the following actions.

- Advise the child not to respond to the message
- Refer to relevant policies including e-safety/acceptable use, anti-bullying and PHSE and apply appropriate consequences
- Secure and preserve any evidence
- Inform the sender's e-mail service provider
- Notify parents/carers of the children involved
- Consider informing the police depending on the severity or repetitious nature of offence
- Inform Hillingdon's e-safety officer

If malicious or threatening comments are posted on an Internet site about a pupil or member of staff, they should:

- Inform and request the comments be removed if the site is administered externally
- Secure and preserve any evidence
- Send all the evidence to Child Exploitation and Online Protection (CEOP) at www.ceop.gov.uk/contact_us.html
- Endeavour to trace the origin and inform police as appropriate
- Inform Hillingdon's e-safety officer

In line with other forms of bullying, children should be confident in a no-blame culture when it comes to reporting inappropriate incidents involving the internet or mobile technology, and they must be able to do this without fear.