

BRIZE NORTON PRIMARY SCHOOL

Anti-bullying Policy

At Brize Norton Primary School we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is not acceptable under any circumstances; and is best prevented through an ethos based on mutual respect and equality. The raising of children's self-esteem and self-confidence is central to the work and life of the school.

We recognise that in the school environment bullying can have a devastating effect on learning and the emotional health and well-being of pupils. Challenging bullying effectively will improve the safety and happiness of pupils, show that the school cares and make clear to bullies that such behaviour is unacceptable. In addition, these benefits translate into improved life outcomes for pupils, a more satisfying working life for staff, and a more successful and inclusive school community.

Bullying is generally defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Pupils' views were taken into account by the School Council to agree a school definition of bullying. It was decided at Brize Norton Primary School that bullying is:

"Behaviour by an individual or a group, usually repeated over time, that intentionally hurts another individual either physically or emotionally".

Autumn Term 2009

The children at our school feel bullying includes: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

Types of Bullying Defined

Bullying can take many forms but it usually includes the following types of behaviour:

- **Physical** - hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. Damage to or taking someone else's belongings may also constitute as physical bullying.
- **Verbal** - name calling, insulting, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, offensive remarks.
- **Indirect** - spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, email and text messages, chat room bullying, and bullying via websites (cyber bullying).

Our Values

Values are fundamental expressions of what we think and believe. As a school we

encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

At Brize Norton Primary School we value:

- Self confidence to stand up for what is right
- Taking responsibility for the way we lead our lives
- The differences between people
- Positive relationships, and showing care and concern for others
- Showing perseverance in making the most of our talents and abilities
- Aspiration and achievement
- Playing an active role as members of a democratic society

School Anti-bullying Charter

The Children at Brize Norton Primary School have worked together to agree our anti-bullying charter which is displayed around our school (See Appendix 4).

Objectives

Our school community:

- Discusses, monitors and reviews our anti-bullying policy on a regular basis
- Supports staff to promote positive relationships and identify and tackle bullying appropriately
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy
- Reports back to parents/carers regarding their concerns on bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

Principles

Our approach to anti-bullying is underpinned by the following principles:

- **All** forms of bullying are unacceptable and will not be tolerated
- **All** incidents demand a serious response
- Early involvement of parents is essential
- Accurate records of all incidents, including the school's response, will be kept
- Follow-up action will be taken after an incident to check that the bullying has not started again
- A consistent approach will be taken to any bullying incidents that occur
- All new pupils and parents will be made aware of our policy.

Signs of bullying

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, being reluctant to attend school, faking absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school. They may be more anxious and insecure than others, having fewer friends and often feeling unhappy and lonely. Both children who bully and who are bullied can suffer from low self-esteem and negative self-image, looking upon themselves as failures.

Children who are bullied may present a variety of symptoms including, fits, faints, vomiting, limb pains, paralysis, hyperventilation, visual symptoms, headaches, stomach aches, bed wetting, sleeping difficulties and sadness. Being bullied may lead to changes in behaviour patterns and to depression.

Identifying and responding to bullying

The Role of Governors

The Governing Body supports the Headteacher in developing policy and practice to eliminate bullying from our school; and to monitor and evaluate their effectiveness. This statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incident of bullying that does occur is taken very seriously and dealt with appropriately.

The Role of the Headteacher

It is the responsibility of the Headteacher to promote and implement the school anti-bullying strategy, and to ensure that all staff are aware of the policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the implementation and effectiveness of the anti-bullying policy.

The Headteacher:

- Ensures that all children know that bullying is wrong, and that it is unacceptable behaviour
- Ensures that all staff receive training to be equipped to deal with all incidents of bullying
- Sets the climate of mutual support and praise for success, so making bullying less likely
- Ensures that all incidents of bullying are thoroughly investigated and that written records are kept

The Role of Staff

Teachers attempt to support all children in their class and to establish a climate of trust and respect. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Staff becoming aware of any bullying taking place, should take firm and decisive action to deal with the incident immediately, seeking the support of a senior member of staff if appropriate, and following agreed whole-school practice (See Appendix One). The exact nature of the response will be determined by the individual needs of the child being bullied and may include:

- Immediate action to stop the incident and secure the child's safety
- Informing/involving parents
- Positive reinforcement that reporting the incident was the correct thing to do
- Reassurance that the child is not responsible for the behaviour of the bully
- Strategies to prevent further incidents
- Sympathy and empathy
- Counselling

- Befriending
- Assertiveness training
- Extra supervision/monitoring
- Creation of a support group
- Peer mediation/peer mentoring
- Adult mediation between the child being bullied and the child doing the bullying (provided this does not increase the vulnerability of the child being bullied)
- Arrangements to review progress
- Using punitive measures as appropriate and in consultation with all parties involved
- Involving external support agencies in more extreme cases

All details of any incident of bullying should be recorded and discussed at the earliest possible opportunity with the Headteacher. Any follow up investigations and outcomes should be documented, including the completion of a Bullying Incident Record Sheet (See Appendix Two).

Where pupils do not respond to preventative strategies to combat bullying, as a school we will have to take **tougher action to deal with persistent and violent bullying**. Consequences will be fairly and consistently applied and will include:

- Official warnings to cease offending
- Removal from the group (in class)
- Withdrawal of break and lunchtime privileges
- Withholding participation in any school trips, clubs or sports events that are not an essential part of the curriculum
- Fixed term exclusion
- Permanent exclusion

The Role of Parents

Parents and families have an important part to play in helping schools deal with bullying. As a school we recognise that parental approval is important to children of all ages and adopt an approach that builds on this. Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, are encouraged to contact the school immediately. Their concerns will be taken seriously and good practice applied. This will include:

- Recognising that the parent may be angry and/or upset
- Keeping an open mind - bullying can be difficult to detect, so a lack of staff awareness does not mean no bullying occurs
- Remaining calm and understanding
- Making clear that the school does care and that something will be done
- Explaining the school policy, making sure procedures are followed

When an incident of bullying is reported to them, staff will refer to the Headteacher, who will:

- Ask for details and record the information
- Make a further appointment to explain actions and find out if the bullying behaviour

- has stopped
- Follow up with staff to ensure appropriate action has been taken and that the school policy has been implemented.

Many of the same points apply when the school has to tell parents that their child is involved in bullying. A sensitive approach will be taken to defuse anger and resentment. Such action will be taken by the Headteacher.

The Role of Pupils

All children are encouraged to tell staff about bullying rather than try to fight back. If they are being bullied, children are encouraged to:

- Try to stay calm and look as confident as they can
- Be firm and clear - look the bully in the eye and tell them to stop
- Get away from the situation as quickly as possible
- Tell an adult what has happened straight away
- Not blame themselves for what has happened
- Keep speaking up if the bullying continues

When talking to an adult about bullying, children are encouraged to be clear about:

- What has happened to them
- How often it has happened
- Who was involved
- Whether anyone saw what happened
- Where it happened
- What they have done about it already

If children have difficulty in talking to anyone at school or at home they are encouraged to ring ChildLine on 0800 11 11 11.

Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or an adult of their choice
- Reassuring the pupil
- Offering continuous support
- Strategies to restore self-esteem and confidence

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why they became involved
- Reinforcing the message that such behaviour is unacceptable and needs to change
- Informing/involving parents and carers
- Agreeing a Pastoral Support Programme where appropriate
- Counselling/instruction in alternative ways of behaving
- Rewards/positive reinforcement in order to promote change and bring about improved behaviour

When dealing with bullying incidents the following key points should inform action taken:

- Never ignore suspected bullying

- Don't make premature assumptions
- Listen carefully to all accounts - several pupils saying the same thing does not necessarily mean their accounts are accurate
- Adopt a problem-solving approach which moves pupils on from justifying themselves
- Follow-up repeatedly, checking bullying has not resumed

Social, Emotional and Behavioural Skills

Central to the curriculum for Personal, Social and Health Education & Citizenship is our aim to effectively equip children with the skills, personal qualities and attributes needed to become independent, to develop positive relationships and learn about conflict resolution, make decisions and take responsibility for themselves and their actions. Through the planned curriculum for PSHE & Citizenship, children are helped to acquire a range of skills that contribute towards emotional health and well-being, including:

- Being an effective and successful learner
- Making and sustaining friendships
- Dealing with and resolving conflict effectively and fairly
- Being able to solve problems with others and alone
- Managing strong feelings such as frustration, anger and anxiety
- Recovering from setbacks and persisting in the face of difficulties
- Working and playing cooperatively
- Competing fairly and losing with dignity and respect for competitors
- Recognising and standing up for your rights and the rights of others
- Understanding and valuing the differences between people and respecting the right of others to have beliefs and values different from your own.

DfES guidance on Social & Emotional Aspects of Learning (SEAL) is used to enhance the development of children's social, emotional and behavioural skills. The guidance is organised into seven themes that are integrated into the school's Long-term Curriculum Framework for PSHE & Citizenship. The knowledge, skills and understanding developed by the SEAL resource include:

| | | |
|-------------------|---|---|
| Self-awareness | - | Knowing myself |
| | - | Understanding my feelings |
| Managing Feelings | - | Managing how I express my feelings |
| | - | Managing the way I feel |
| Motivation | - | Setting goals and planning the next steps |
| | - | Persistence and resilience |
| | - | Evaluation and review |
| Empathy | - | Understanding the feelings of others |
| | - | Valuing and supporting others |
| Social skills | - | Belonging to a community |
| | - | Friendship and other relationships |
| | - | Working together |
| | - | Resolving conflicts |

- Standing up for myself
- Making wise choices

One of the seven themes is '**Say No To Bullying**' and focuses on what bullying is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this crucial problem. The theme is developed through a whole-school approach during **National Anti-bullying week** each November. The theme is introduced at the beginning of the week in a school assembly, is worked on in classes over the week using SEAL age-related materials, and then culminates in an assembly at the end of the week.

Whilst representing a proactive approach towards anti-bullying, the SEAL guidance does not address the issue of dealing with bullying behaviour when it occurs.

Promoting social, emotional and behavioural skills can help to reduce bullying; by learning about empathy and social responsibility, pupils are less likely to bully, and the targets of bullying should be better able to challenge it, having developed their self-esteem.

Further opportunities to enhance and reinforce our ethos in which positive behaviour is promoted, and bullying considered unacceptable are provided through:

- Assemblies and collective worship
- All subjects of the curriculum
- Adult role models
- Extra-curricular activities
- Nurturing Sessions

Strategies to Combat Bullying

The following are some of the key strategies explained in the DCSF publication - Bullying: Don't Suffer in Silence, that have been found to be successful in preventing or reducing bullying. A combination of strategies can be drawn on and adapted to fit the circumstances of particular incidents. A single strategy is unlikely to provide a complete solution on its own to the problem.

- Co-operative Group Work

Children work together on shared tasks, involving co-operation and individual accountability. When this is integrated into normal classroom practice, pupils can:

- Explore issues and controversies by considering different points of view
- Be more tolerant of others and more willing to listen
- Trust those of the opposite gender and those from other ethnic groups
- Become better integrated into the peer group

Opportunities include trust-building exercises, co-operative games, problem-solving activities, discussion groups, role play and simulations. All share some essential aspects:

- Pupils work together and help one another, managing conflict within the group
- They are tasks needing a group effort
- Children share information and divide work towards common goals
- Roles vary within groups: leading, taking minutes, problem-solving, tidying up

- Circle Time

Time is set aside each week for teachers and pupils to sit in a circle and take part in enjoyable activities, games and discussion. The positive atmosphere generated in the well-managed circle usually spreads into other areas of class activity. Circle Time:

- Creates a safe space to explore issues of concern
- Explores relationships with adults and peers
- Enhances effective communication
- Affirms the strengths and enhances the self-esteem of each member

Circle Time usually lasts for 20-30 minutes in Class 1 and 2 and up to an hour in Class 3 and 4. Children listen carefully, making eye-contact with one another and address particular issues for example, relationships, anger, fighting and bullying.

- Befriending

Befriending involves assigning selected pupil volunteers to 'be with' or 'befriend' peers whom teachers have referred.

Befrienders:

- Need friendly personal qualities
- Give support with emotional and social problems - newness to school, difficulty making friends, upset at separation of loss, being bullied or socially excluded
- May share a common difficulty - for example bereavement

The befriended feel more positive about themselves having had someone to talk to about their problems. Befrienders feel more confident and value other people more. The school becomes safer and more caring as relationships improve generally.

- Mediation by Adults

Methods focus on pupils who have been bullying others regularly for some time, as well as those being bullied. The aim is to establish ground rules that will enable the pupils to co-exist at school. There is a simple script available:

- Hold-brief, non-confrontational, individual 'chats' with each pupil in a quiet room without interruptions - the bullying pupils first
- Get agreement with each other that the bullied pupil is unhappy and that they will help improve the situation - if they cannot suggest ways to do this be prescriptive
- Check progress a week later, then meet all involved to reach agreement on reasonable long-term behaviour - at this stage participants usually cease bullying
- Check whether the bullying starts again or targets another pupil If bullying persists, parental involvement will be sought

Further strategies are explained in the DCSF publication – *Bullying Don't Suffer in Silence*.

Training and Development

Incidents of bullying can be reduced through effective staff training and development. This may include:

- Training for lunch time supervisors
- Termly meetings of support staff to raise awareness
- Whole staff training on bullying in general
- Discussing anti-bullying strategies
- Input from educational psychologists, the Behaviour Support Team or counsellors.

Monitoring and Review

The school's Anti-bullying Policy is monitored on a day-to-day basis by the Headteacher, who reports to the governors about its implementation and effectiveness. Any incident of bullying that may have occurred, and how it was managed, is discussed with the governors.

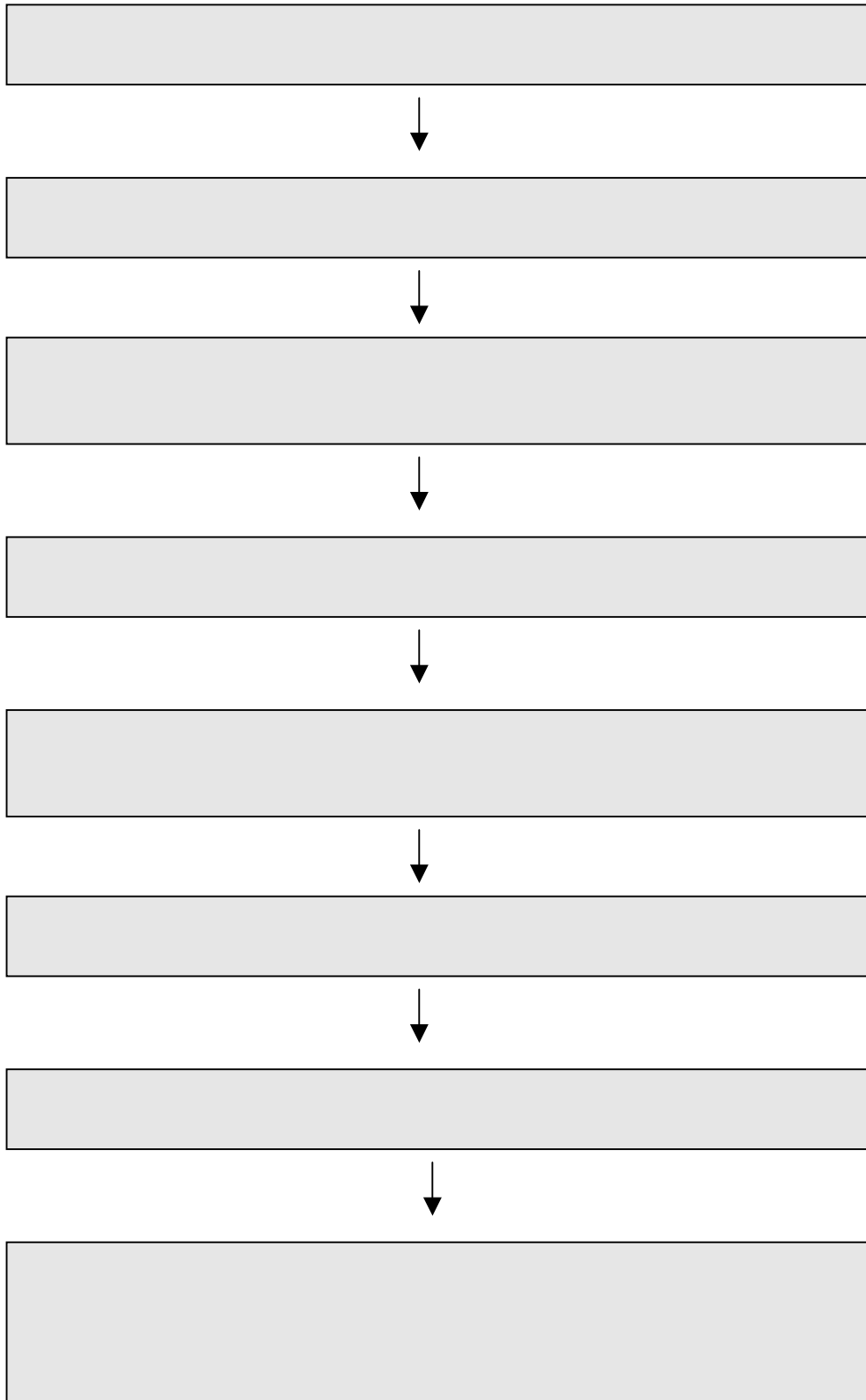
Mark Smith
Headteacher

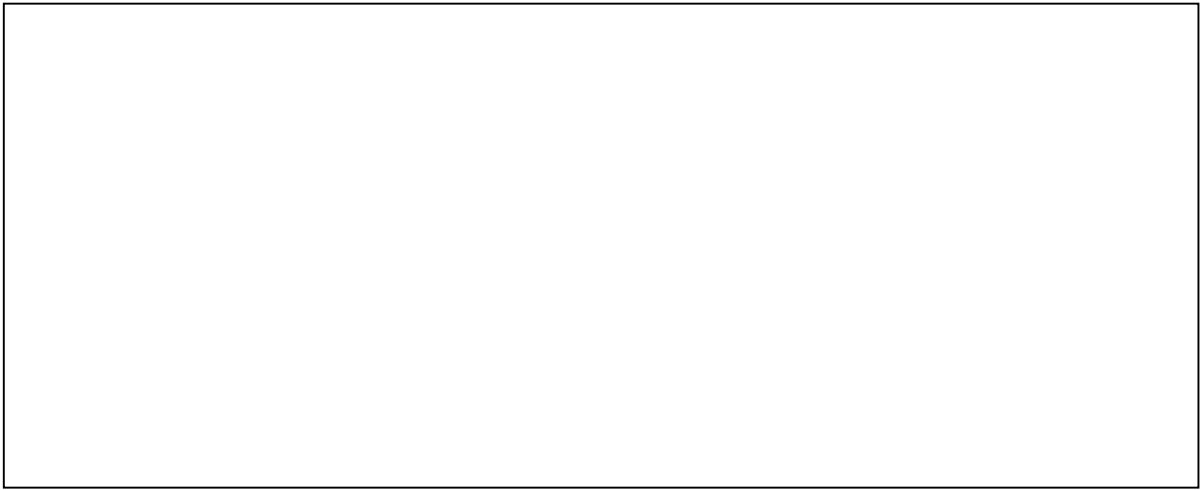
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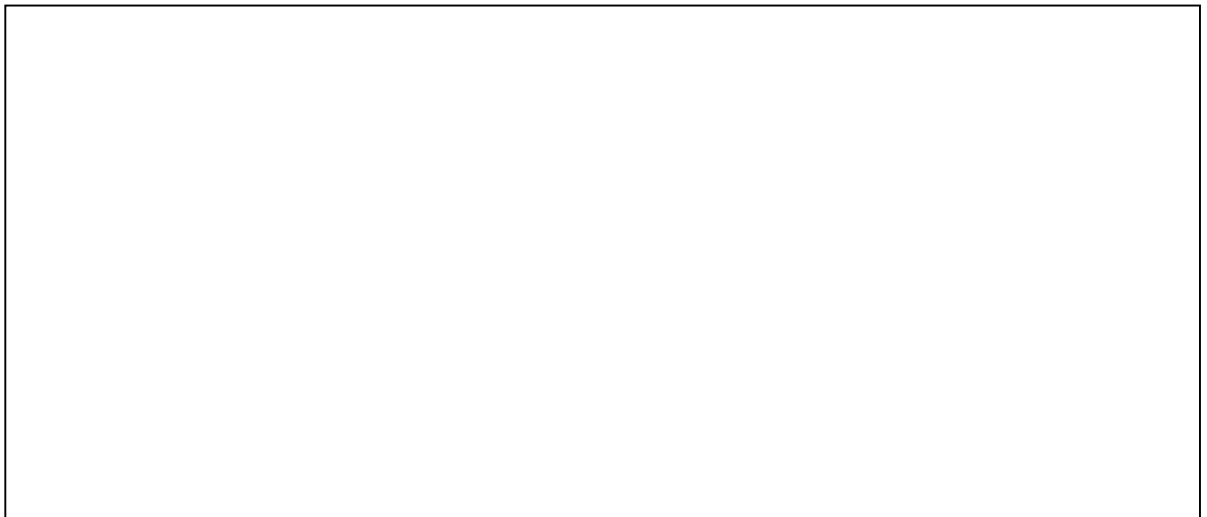
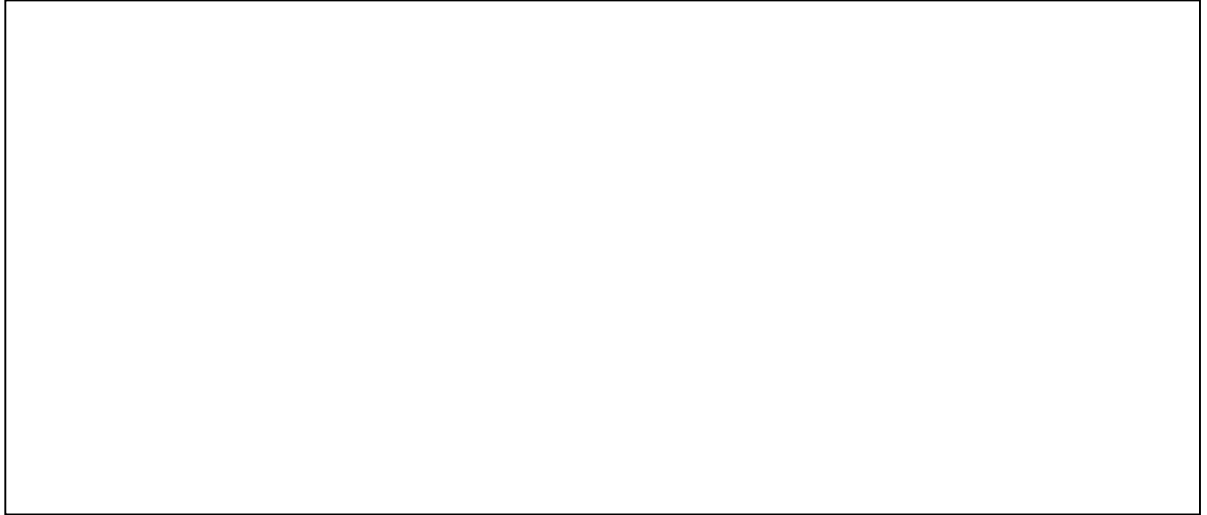
APPENDICES

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|-----------------|---|
| APPENDIX ONE | Flow Chart to Show Route to Take Following an Incident of Bullying |
| APPENDIX TWO | Bullying Incident Record Sheet |
| APPRENDIX THREE | Fostering Emotional Health and Well-being Within the School Setting |
| APPENDIX FOUR | Brize Norton Anti-bullying Charter |

Flow Chart to Show Route to Take Following an Incident of Bullying







Fostering Emotional Health and Well-being Within the School Setting

| RANGE OF NEEDS | DESIRABLE EXPERIENCES | IN SCHOOL THIS MIGHT LOOK LIKE |
|--|---|---|
| Physiological or survival needs | <ul style="list-style-type: none"> • Warmth • Food • Shelter • Seeing, hearing and taking part in what's going on • Safe physical exploration • Getting to know your own body and its strengths and limits | <ul style="list-style-type: none"> • Comfortable classroom with well positioned equipment • Healthy meals and snacks; access to water when needed • Breakfast club • Indoor and outdoor play areas • Sensory trails • Sport and challenge activities • Ponds and natural or wild areas |
| Safety needs | <ul style="list-style-type: none"> • Having boundaries • Having basic needs met • Knowing you are in safe hands | <ul style="list-style-type: none"> • Secure, risk-assessed sites • Consistent, caring supervision • Simple, clearly explained rules • Clear policies and procedures for tackling and minimising bullying |
| Love, affection and belonging | <ul style="list-style-type: none"> • Feeling cared for • Having others look out for you when you can't do it for yourself • Having responsibilities and opportunities to effect change • Recognising feeling states in yourself and others • Talking, listening, exploring and reflecting on experiences | <ul style="list-style-type: none"> • Positive relationships and interactions with staff and peers • Diversity and difference is valued and celebrated • Places, times and people you can go to for help and support • Pupil involvement in setting rules and expectations • Work displayed on wall • Coat pegs with individual names on • Opportunities for group work • Peer support programmes |
| Self-esteem | <ul style="list-style-type: none"> • Being valued, accepted and celebrated • Being noticed and listened to • Influencing outcomes • Being supported to take responsibility for outcomes with increasing independence | <ul style="list-style-type: none"> • Star of the day events to be the focus of positive attention • Use of praise • Use of appropriate language to correct behaviour • Rewards and recognition systems • Opportunities to have special responsibilities |
| Self-actualisation | <ul style="list-style-type: none"> • Exploring ideas and learning new things • Being creative • Developing talents and stretching yourself • Having an internal structure of values and principles • Recognising and using signs, symbols, image and metaphor • Being reflective • Developing shared meanings and a shared narrative (ways of talking about what happens) • | <ul style="list-style-type: none"> • Lessons which provide stimulation, challenge and opportunity to use diverse talents • Values and rights education • Taught courses of SEBS, including thinking and behaviour skills • Time for reflection • Use of storytelling language, literature and metaphor in the curriculum • Drama, art, music and movement that communicates feelings, meanings, experiences • Positive modelling by school staff |

**BRIZE NORTON PRIMARY SCHOOL
ANTI-BULLYING CHARTER**

We want our school to be a place where:

there is no bullying

we respect each other and our differences

everybody has the right to feel safe

everyone has the right to be listened to

it is o.k. to make mistakes, as long as we learn from them
and change our behaviour

people are not ashamed to say when they have done wrong

everybody feels welcome

everyone trusts each other

everyone can feel they can talk to an adult if they are
worried

everyone understands what bullying is