

We are a UNICEF Rights Respecting School. Articles 3, 14, 19 and 28 are the key drivers for this policy.

Brampton Primary School

ANTI-BULLYING POLICY

Date	Review Date	Written by	Endorsed by	Link Governor
March 2023	March 2024	Alex Wedgbury and Marie Hardie	Paven Kettory	Susan Masters



Building Personal Success

We are a Rights Respecting School.
We work in the best interests of children (Article 3).

This policy is available on the school website: [Policies – Brampton Primary School](#).
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This policy has been developed to ensure the school complies with the legal duties under the Education Equality Act 2010, in respect of safeguarding and pupils with special educational needs and disabilities (SEN). It directly links with our behaviour and safeguarding policies, as well as *Keeping children safe in education 2022*.

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Vision

We want Brampton Primary School to be an exceptional and inspirational community where children and adults care about and respect each other, laugh, learn, have fun and achieve. It should be a place where every adult member of the school community (staff, governors and parents) has uncompromising aspirations for every child in our school, so that they are successful - academically, socially and personally from whatever their starting point.

Statement of Intent

We are committed to providing a caring, friendly and safe environment for all pupils and staff at Brampton Primary School (teaching and non-teaching). We want to promote, among pupils, self-discipline and proper regard for authority, while encouraging good behaviour and respect for others. Bullying of any kind is unacceptable at this school. If bullying does occur, all pupils and members of staff should be able to tell someone and know that the issue will be dealt with promptly and effectively. Children at Brampton Primary School are taught explicitly about bullying:

1. How to recognise bullying
2. How to tackle bullying
3. How to get help

This policy is also designed to act in accordance with the anti-discrimination law, ensuring that all stakeholders prevent discrimination, harassment and victimisation within the school.

Aims and Objectives

- This policy is designed to empower the children to recognise bullying and to have the skills necessary to ensure it is stopped.
- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All pupils and parents should be able to understand the school policy on bullying and what to do if bullying arises
- All governors and staff (teaching and non-teaching) should be able to understand the school policy on bullying and follow it when bullying is reported.
- All pupils and parent should know that they will be supported when bullying is reported.
- All stakeholders should understand that bullying of any kind will not be tolerated.

All members of staff, both teaching and support staff, have a responsibility to pass on all reported incidents of bullying and witnessed incidents, which may involve bullying. Such incidents should be reported to a senior member of staff and recorded on SafeGuard.

Definition of Bullying

Bullying is defined by the Department for Education (2017) as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.”

Bullying is **hurtful**, **purposeful** and **repeated** behaviour.

- **HURTFUL:** someone does or says something that causes you pain emotionally, physically or mentally; you feel threatened or unsafe because of someone’s actions.
- **PURPOSEFUL:** the behaviour is not accidental, someone is intentionally hurting you.
- **REPEATED:** the behaviour happens over and over again, even after you have told the person how their behaviour makes you feel; it feels like it will never stop.

Forms of Bullying

Bullying exists in many forms:

- physical – hitting, kicking, taking belongings
- verbal – name calling, insulting, making offensive remarks
- indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages
- cyber (online) bullying - rumours, teasing, name-calling, harassment, gossiping, lies

Prejudice-Based and Discriminatory Bullying

Prejudice-based and discriminatory bullying relates to discrimination, prejudice or antagonism directed at an individual or group based on their ethnicity or race. The MacPherson Report (1999) defined racist bullying as “any incident which is perceived to be racist by the victim or any other person”. Incidents of racist bullying can include:

- verbal abuse by name calling, racist jokes and offensive mimicry;
- physical threats or attacks;
- wearing of provocative badges or insignia;

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- racist leaflets, comics or magazines;
- inciting others to behave in a racist way;
- racist graffiti or other written insults; and
- refusing to co-operate in work or play.

Cyber (Online) Bullying

Online bullying is when an individual or group of people use the Internet, mobile phones, online games or any other kind of digital technology to threaten, tease, upset or humiliate someone else.

Although online bullying usually happens outside of school, the signs and symptoms are recognisable as the same for children who are being bullied in school. *See section on bullying outside school's premises.*

Child-on-Child Abuse

Child-on-child abuse relates to children abusing other children, which can happen inside and outside of school. Child-on-child abuse can take many forms including through bullying and physical abuse:

- Bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Abuse in intimate personal relationships between peers
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. Online activity which facilitates, threatens and/or encourages physical abuse.
- Sexual violence, such as rape, assault by penetration and sexual assault, this may include an online element which facilitates, threatens and/or encourages sexual violence
- Sexual harassment, such as comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Upskirting
- Initiation/hazing type violence and rituals, this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element

Vulnerable Factors

Any child can be bullied, and although none of these characteristics can excuse it, certain factors can make bullying more likely:

- lacking close friends in school
- being shy
- an over-protective family environment
- being from a different racial or ethnic group to the majority
- being different in some obvious respect e.g. being smaller, bigger or having stammer
- having Special Educational Needs or a disability
- behaving inappropriately, intruding or annoying others
- possessing or not possessing expensive accessories

Individuals subjected to bullying often suffer in silence. They may behave passively or submissively, signalling to others that they would not retaliate if attacked or insulted. Others may behave aggressively, sometimes provoking others to retaliate.

Some pupils are both bullies and victims.

There are a number of behaviours, which may indicate that an individual is the victim of bullying, and these should always be investigated by an appropriate adult and discussed with a parent or carer. It is more likely that a pupil will disclose bullying to a family member rather than a member of the school's staff.

Signs and Symptoms

A child may indicate through words, actions or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school;
- begs to be driven to school;
- changes their usual routine;
- is unwilling to go to school (school phobic);
- begins truanting;
- becomes withdrawn, anxious or lacks confidence ;
- starts stammering;
- attempts or threatens suicide/running away;
- cries themselves to sleep at night or has nightmares;
- wets the bed;
- feels ill in the morning;
- begins to do poorly in school work;
- comes home with clothes torn or books damaged;
- has possessions stolen;
- asks for money or starts stealing money (to pay bully);
- has unexplained cuts or bruises;
- comes home hungry (lunch has been stolen);
- becomes aggressive, disruptive or unreasonable;
- is bullying other children or siblings;
- stops eating;
- is frightened to say what is wrong; and
- gives improbable excuses for any of the above.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Responding to Bullying

Brampton Primary School has adopted the *Power of One* approach to responding to bullying and all children are taught about the four steps:

- 1. Decide whether or not you are being bullied. Is the behaviour hurtful, purposeful, and repeated?**
- 2. If you are being bullied, tell the bully how you're feeling. Give them the opportunity to understand your feelings and use personal language like "You're hurting my feelings" or "I feel very upset when you do that."**

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- 3. If the bullying does not stop after you tell them how you feel, tell an adult. The adult can be a parent, teacher or any adult that you feel comfortable and safe with. Tell them what is going on and that you need their help.**
- 4. Find out from that adult how they are going to help you.**

Staff are encouraged to support children through the four steps, developing their independence, but also ensuring they feel supported. If, however, the bullying is not able to be resolved, all staff should respond by ensuring the following has been completed:

- Never ignore suspected bullying.
- Do not make premature assumptions.
- The person to whom the report was made should either investigate the incident or report it to someone else to investigate.
- Gather information by speaking separately with all relevant parties.
- Relevant background information, including pupil records should be consulted.
- Listen carefully to all accounts – several pupils saying the same does not necessarily mean they are telling the truth – and record all conversations on SafeGuard.
- Follow-up repeatedly, checking bullying has not resumed.
- The individual should be informed of the action that is to be taken immediately to ensure their safety and well-being, and what should be done if they continue to feel anxious or threatened.
- A named adult (most commonly a Learning Mentor) should be identified as the immediate contact for the victim.
- Incidents should be dated and recorded and the action taken should be recorded on SafeGuard.
- The investigator should consider the evidence, reach a conclusion, and discuss the findings with all parties, including relevant staff and parents.
- If appropriate, a peer support group should be established to ensure that the individual no longer feels isolated.
- Consideration will be given to the victim joining a social skills, self-esteem or after school group, if appropriate.
- Sanctions in line with the school's *Behaviour for Learning Policy* should be applied to anyone found guilty of bullying. A clear message should be given that bullying will not be tolerated, and that repeated bullying behaviour could lead ultimately to exclusion. A record should be kept of the action taken.
- Having applied the sanctions to the bully, the reasons for its occurrence should be investigated. It may be a symptom of a wide variety of problems being experienced by the bully.

Prevention

We will use various methods for helping children to prevent bullying:

- Anti-bullying surveys
- School rules
- Playground rules
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly (for example, using SEAL resources in assembly and PSHE books during in-class assembly time)
- Role-plays
- Having discussions about anti-bullying and why it matters
- Discussions at school council and in class councils
- Assemblies

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- Newsletters
- PSHE + Citizenship Curriculum
- Training for all staff
- School buddies
- Behaviour for learning policy
- Equal opportunities policy
- SEND policy and information report
- Learning mentor
- Anti-bullying week

Consequences

The consequences for children who are guilty of bullying are set out in the school's *Behaviour for Learning Policy*. Staff will always take account of the special educational needs or disabilities that the pupils involved may have.

Recording and Reporting Bullying

All incidents of bullying, including the actions, sanctions and type of bullying, should be recorded on the perpetrator's SafeGuard file.

In serious cases of bullying, the school may decide to report the incident to the police or social services.

Bullying Outside the School's Premises

Whilst the school is not directly responsible for bullying off the premises, steps must be taken in order to protect our children. Where a pupil reports that bullying takes place outside of school, a range of steps could be taken:

- Talk to parents.
- Liaise with other schools if it is reported that their pupils are involved in bullying.
- Map safe routes to school and tell pupils about them.
- Talk to pupils about how to avoid or handle bullying outside the school premises.
- Inform the community police (safer neighbourhood team).

Monitoring

The headteacher and senior leadership team will monitor incidents of bullying and how they are handled in order to improve our strategies. The headteacher reports to the governing body.

All stakeholders – staff, pupils, parents, families, governors – will be regularly asked to give feedback regarding bullying in the school and how it is dealt with. Data collected will be analysed to form the basis of our policy review process.

Policy Links

This policy is linked to a number of other school policies:

- Behaviour for learning policy
- SEN policy and information report

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- Equality policy

Help Organisations

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	01206 714650
KIDSCAPE (Parents Helpline Mon-Fri 10 – 4)	08451 205204
Family Lives	0808 8002 222
Youth Access	020 8772 9900
Newham Parent Partnership Service	020 3373 2869

Useful Resources

- <http://www.anti-bullyingalliance.org.uk/resources/>
- [The Convention on the Rights of the Child: The children's version | UNICEF](#)