

Blanford Mere Nursery & Primary School



Anti-Bullying Policy

Date adopted by governors
July 2023
To be reviewed
July 2026

Anti-Bullying Policy

2023

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 12 (respect for the views of the child) Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Approved by: School Improvement Committee

Date: 17.07.2023

Last reviewed: July 2023

Next review due by: July 2026

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1. Statement of Intent

Blanford Mere Primary School is committed to providing a supportive, caring and safe environment in which all children are free from the fear of being bullied. As a school we take bullying and its impact seriously. Bullying of any form is not tolerated in our school, whether carried out by a child or an adult.

Staff, children and parents or carers will be made aware of the school's position on bullying. Bullying behaviour is unacceptable in any form. The school has high expectations of outstanding behaviour and we consistently challenge any behaviour that falls below this. Anyone who knows that bullying is happening is expected to tell a member of staff.

Any child who is a victim of bullying will be dealt with in a sympathetic manner. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed, and then discussed with the headteacher. A clear account of the incident will be recorded in the behaviour books. All staff will be informed so that close monitoring of the victim and bully can begin.

Parents of both parties will be informed.

2. What is bullying?

Bullying is the use of aggression with the intention of hurting another person either physically or emotionally, by intimidating or demeaning others. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Bullying results in pain and distress to the victim.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Blanford Mere Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy and our School Code of Conduct. Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

3. Statutory Requirements

Every school must have measures in place to prevent all forms of bullying.

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010

A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act

- advance equality of opportunity between people who share a protected characteristic and people who do not share it

- foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the PSED. In addition Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools. In addition to the duties in relation to pupils with disabilities under the Equality Act, schools also have duties under Part 3 of the Children and Families Act 2014 to ensure that pupils with special educational needs engage in the activities of the school together with children who do not have special educational needs.

4. Definition

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and

the skills to manage relationships in a peaceful way that does not harm others.

In Blanford Mere Primary School, our definition of bullying is:

S – Several

T – Times

O – On

P – Purpose

5. Why is it important to respond to bullying?

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.

In our school community:

Everybody has the right to be treated with respect.

Everybody has the right to feel happy and safe.

No-one deserves to be a target of bullying.

Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying these include pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

6. Types of bullying behaviour

Bullying can take many forms:

Emotional - being unfriendly, excluding, tormenting, threatening behaviour

Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language

Physical - pushing, kicking, hitting, punching or any use of violence

Extortion - demanding money/goods with threats

Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.

Racist - racial taunts, graffiti, gestures

Sexual - unwanted physical contact, sexually abusive comments

Homophobic or biphobic - bullying because of sexuality or perceived sexuality

Transphobic – because of gender identity or perceived gender identity

7. Preventing Bullying

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

Involving the school community in developing our policy including a child/ pupil friendly version of our policy.

Using assemblies and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.

Building a positive ethos based on respecting and celebrating all types of difference in our school.

Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.

Having a positive ethos that all pupils, staff and parents understand.

Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground peer supporters.

Secure the safety of the target of bullying Take actions to stop the bullying from happening again Whole school learning - reflection on what we have learnt

Think about any safeguarding concern and report concerns to Designated Safeguarding Lead.

Provide assurances to child that concerns have been listened to and action will be taken.

Consider who else is involved and what roles they have taken.

Send clear message that the bullying must stop.

Work with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.

Reflect and learn from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

Raising awareness of online bullying through regular e-safety lessons.

Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.

Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant), Jigsaw4U worker and TaMHS worker.

Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

8. Reporting Bullying

In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

A trusted adult

Their class teacher/TA

Peer mentors or buddies

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

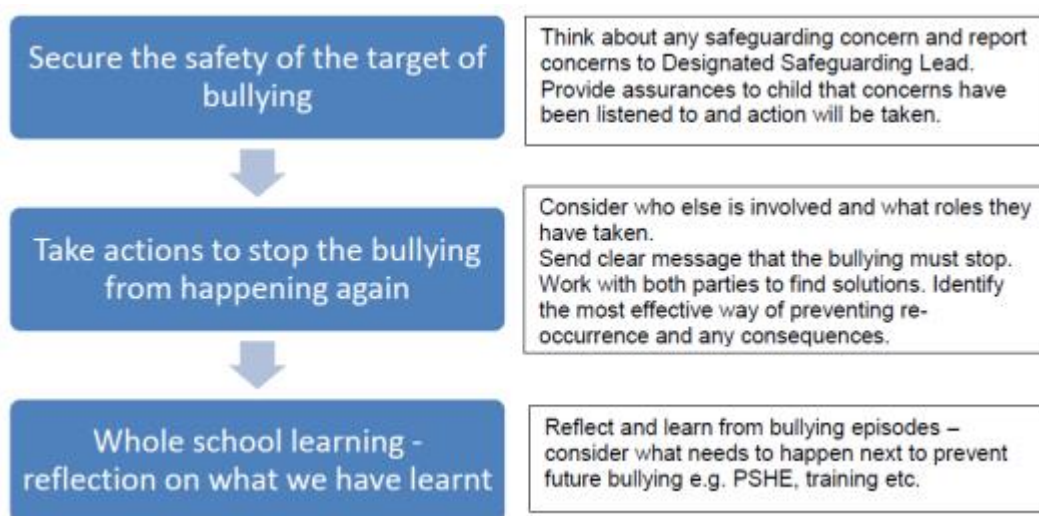
We involve children as far as possible in finding solutions.

9. Responding to bullying

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Council meetings.

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.



10. SEND

Special Educational Needs and Disabilities (SEND) Code of Practice While bullied children will not be routinely considered as requiring SEN support, schools and where appropriate local authorities should provide support in a proportionate and tailored way to meet individual needs. The relevant statutory guidance, the SEND Code of Practice: 0 to 25 years, sets out how developing a graduated response to the varying levels of SEN among children and young people is the best way to offer support. Some bullied children will have SEN.

11. Roles and Responsibilities

11.1 The governing board

The Governing Body supports the headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body takes any incidents of bullying that do occur very seriously and that they are dealt with appropriately.

The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Headteacher responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, there is an investigation into the case and a report back to parents. In serious cases, a representative of the Governing Body is informed.

11.2 The headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy and to ensure that all members of staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The headteacher reports to the Governing Body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the headteacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil is being punished.

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

The headteacher sets the school climate of mutual support and praise for success, so 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.

11.3 Staff

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

11.4 Parents

Parents, who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the school immediately.

Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school.

11.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. As a Rights Respecting school, children are aware that everyone has a right to express their opinion, but in a way that does not offend others.

12. Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher who reports to governors. This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by discussing the school's records, and by discussion with the headteacher.

Reviewed: July 2023

Approved by Governors:

This policy will be reviewed by the PSHE leader, Mrs J Cartwright annually. At every review, the policy will be approved by the governing board.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and onlin

