

# **BERKLEY C OF E VA FIRST SCHOOL**

## **Anti-Bullying Policy**

*We are a small school, with big ideas, adopting a creative approach to ensure that every child is supported in order to flourish and thrive; to see and develop their true potential.*

*Our vision and ethos of the school is based on the sermon of the mount, Matthew 5:14- 16; "You are the light that gives light to the world. In the same way, let your light shine before others, live so that they may see your good works."*

*We are children of the community and guided by Faith.*

This policy reflects our school vision, which states that Berkley is dedicated to being a school of choice where each child enjoys attending, each member of staff enjoys working and all parents feel justly proud of the school's achievements. Our vision is that every child will flourish and thrive during their time at Berkley.

We are committed to giving all of our children every opportunity to achieve the highest standards. This policy helps to ensure that this happens for all of the children in our school, regardless of their age, religion, gender, ethnicity, attainment or background.

### **Statement of Intent**

Everyone at Berkley has the right to feel welcome, secure and happy. Only if this is the case will members of the school community be able to achieve to their maximum potential. Bullying of any sort including cyber bullying prevents this being able to happen and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support this ethos.

This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying. These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school.

There is a zero-tolerance policy for bullying at the school.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is our aim to challenge attitudes about bullying behaviour, increase understanding for pupils that are being bullied and help build an anti-bullying ethos in the school.

### **Agreed definition:**

For the purpose of this policy, “bullying” is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

**Repetition:** Incidents are not one-offs; they are frequent and happen over a period of time.

**Intent:** The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

**Targeting:** Bullying is generally targeted at a specific individual or group.

**Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

Bullying is acted out through the following mediums:

**Verbally**

**Physically**

**Emotionally**

**Online (Cyber)**

The school works hard to ensure that all pupils know the difference between bullying and simply “falling out”. Signs of bullying are listed in Appendix one.

### **Aim**

To create an atmosphere in our school where everyone feels safe and secure in the knowledge that positive steps are taken to recognise and tackle bullying.

It is essential for pupils to experience positive relationships with staff so that this aim can be realised. All staff should have shared, high expectations of pupil behaviour which are clearly communicated to all children.

### **Roles and Responsibilities**

The **Governing Board** is responsible for:

- Evaluating and reviewing this policy to ensure that it is not discriminatory.
- The overall implementation of this policy.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.

**The Headteacher is responsible for:**

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Teachers are responsible for:**

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and that they inform the SLT of such observations.
- Refraining from gender stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

**Parents are responsible for:**

- Informing their child's teacher or the Leadership Team if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Pupils are responsible for:**

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyber bullying and informing a member of staff should they fall victim to cyber bullying.

**What can our School do?**

Prevention is better than cure so at Berkley we will be vigilant for signs of bullying and always take report of incidents seriously. We will use the curriculum, assembly time and the teaching of our Christian Values to whenever possible to reinforce the ethos of the school and help pupils to develop strategies to combat bullying-type behaviour.

Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied, or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer.

All reported incidents of bullying will be investigated and taken seriously by staff members. A record will be kept of incidents (appendix Three). The class teacher of the alleged victim will be responsible for this and will be required to give a copy of the report and the action taken to the Headteacher. In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported to the Headteacher. All staff should be aware so that they can make relevant observations. If bullying includes racist abuse then it should be reported to the Headteacher.

Upon discovery of an incident of bullying, we will discuss with the children the issues appropriate to the incident and to their age and level of understanding. In the first instance, a problem-solving approach will be used. The adult will try to remain neutral and deliberately avoid direct, closed questioning which may be interpreted as accusatory or interrogational in style. Each pupil must be given an opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. If the bullying continues then sanctions will take place following our school behaviour policy.

We should foster an environment and culture where bullying has no hiding place. There are various strategies listed below that can be applied if more than one pupil is involved in bullying another; (please refer to e-safety policy in regards to forms of cyber bullying).

- Encouraging open discussion of the subject through Circle Time, assemblies, discussion, drama, planned RE and PSHCE lessons, Emotional Intelligence sessions.
- Getting across the message that reports of bullying will be treated seriously, dealt with promptly and followed up and that no reprisals will be tolerated.
- Responding to all parental concerns and involving them when bullying has taken place.
- Listening to pupils and taking appropriate action.
- Encouraging all responsible people to be alert to possible indicators and challenge any incidents – ensuring all staff have access to a copy of this policy and follow it.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and cultural groups.
- All staff members receive training on identifying and dealing with the different types of bullying.
- A safe place, supervised by a teacher, is available for pupils to go to during free time if they feel threatened or wish to be alone.
- If further support is required, guidance is provided in Appendix two.

We must take every opportunity to build up the self-esteem of all pupils so that there is no need for bullying to happen. In a climate where everyone feels valued bullying should have no place. At all times staff must endeavour to be good role models in their relationships with colleagues, parents and children.

We believe that one case of bullying is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. Where necessary we have and will call on Local Authority support services. This policy is an integral part of our Behaviour policy.

***Reviewed: Spring 2023***

***Next review: Spring 2025***

## **Appendix one**

### **Signs of bullying**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Unwillingness to go outside during playtimes
- Becoming anxious or lacking confidence
- Saying that they feel ill in the morning
- Decreased involvement in school work
- Returning home with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

Pupils who display a significant number of these signs are approached by a member of staff, to determine the underlying issues, whether they are due to bullying or other issues.

## **Appendix Two**

### **Support**

- For a month after the initial complaint of bullying, the class teacher holds an informal discussion, on a weekly basis, to check whether the bullying has stopped.
- A member of the SLT holds a formal meeting, on a monthly basis, to check whether the bullying has stopped – these formal meetings will continue to take place once a month until the SLT and the victim are confident the bullying has stopped.
- If necessary, group dynamics are broken up by members of staff by assigning places in classes.
- The victim is encouraged to tell a trusted adult in school if bullying is repeated.
- The victim is encouraged to broaden their friendship groups by joining lunchtime or after-school club or activity.
- The school, particularly the DSL, will work with the victim to build resilience, e.g. by offering emotional therapy.
- The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.
- The progress of both the bully and the victim are monitored by their class teacher.
- One-on-one sessions to discuss how the victim and bully are progressing may be appropriate.

- If appropriate, follow-up correspondence is arranged with parents one month after the incident.

Pupils who have been bullied are supported in the following ways:

- Being listened to
- Having an immediate opportunity to meet with their class teacher or a member of staff of their choice
- Being reassured
- Being offered continued support
- Being offered counselling, where appropriate

Pupils who have bullied others are supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents
- Pupils who have been bullied will be assessed on a case-by-case basis and the **DSL** will, if necessary, refer the victim of bullying to CAMH

## **Appendix Three**

### **Bullying Report Form**

This form will be sent to the Headteacher upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil(s) being bullied:	
Class:	
Year group:	
Incident details	
What happened?	
Where did the incident take place?	
When did the incident occur?	
Who has been suspected of bullying?	
Did anyone else see the incident?	

<b>According to the victim, how often does the bullying take place?</b>
<b>According to the victim, how long has the bullying been going on?</b>