



Anti-Bullying Policy

Date of Policy:	September 2018
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Date of Next Review:	September 2019
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Anti-Bullying Policy

The vast majority of the pupils at Barrow Hall Community Primary School conduct themselves very well and are well mannered and well behaved. There are occasions, however, when certain children's behaviour can be described as bullying. This policy describes our interpretation of bullying behaviour and sets out the expectations we have of our pupils and the methods we employ to modify behaviour if children are considered to be a bully. Our aim is to always reward good, positive behaviour and to show zero tolerance of bullying as defined below. We stress however that in each case of bullying it is the **behaviour** and not the **child** that meets with our disapproval.

The Aim of the School with Regard to Bullying

Barrow Hall Community Primary School aims to combat and challenge bullying behaviour in all its forms and to encourage co-operative behaviour at all times.

We aim for all staff employed at the school to recognise and respond to bullying behaviour whenever encountered.

Show zero tolerance of any form of bullying, whenever identified.

If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Co-operation and care for others is fostered; and the school aims to provide a caring, friendly and safe environment in which all pupils and staff can thrive.

A child friendly version of this policy is shared with all children and is available in school. It is provided as an appendix to this policy.

Bullying

The staff and governors of Barrow Hall Community Primary School accept the definition of bullying as:

Physical	Pushing, kicking, hitting, pinching and other forms of violence or threats.
Verbal	Name-calling, sarcasm, spreading rumours, persistent teasing.
Emotional	Excluding, tormenting, ridicule, humiliation and taking, hiding or damaging other people's property.
Racist	Racial taunts, graffiti, gestures.
Sexual.	Unwanted physical contact or abusive comments.
Homophobic	Bullying on the basis of perceived sexual orientation. This includes the inappropriate use of terminology eg gay.

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Transphobic	Bullying on the basis of gender identity. This includes failing to accept that a child identifies with a gender other than that which they were assigned at birth. This may include abusive comments, name calling, physical abuse or exclusion from activities or areas of the school.
Biphobic	Bullying on the basis of perceived sexual orientation. This includes insisting that bisexuality may be a phase.

Bullying is when these behaviours above are repeatedly inflicted upon a child.

We use the acronym **STOP** (**S**everal **T**imes **O**n **P**urpose) to help identify bullying behaviour.

Bullying is harmful for all involved: not just the person being bullied but also for those that stand by. It can lead to a lack of self esteem, depression, anxiety and physical harm.

The Objectives of this Policy

- All Governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

In gaining an understanding of bullying staff attention is drawn to the following information:

Bullying behaviour is often very subtle and when a group of pupils have established a bullying relationship with another pupil or group of pupils, they may only have to look threateningly to reinforce their fearfulness.

Research, shows that name-calling, being physically hit and being threatened are the most frequent direct forms of bullying. Being isolated or deliberately left out of friendship groups is the most common form of indirect bullying.

National surveys indicate that most bullying occurs in and around school, the playground being the most common location. In primary schools, three-quarters of all pupils who are bullied are bullied during break or lunchtimes. The small group of persistently bullied pupils report that they are not only bullied in school but also on their way to and from school.

Children with special educational needs are much more likely to be bullied than are other pupils. This is especially so for pupils with moderate or mild learning difficulties.

It is acknowledged that everybody has the potential to be involved in bullying behaviour, either on the giving or receiving end.

The Effects of Bullying

Staff should carefully monitor the symptoms of bullying outlined below. If they think behaviour is related in any way to bullying discuss the issue with a member of the Senior Management Team.

Staff must be aware that if bullying is left unchallenged, other pupils can learn that bullying is a quick and effective way of getting what they want. Bullying can pervade the relationships of children and become accepted as normal; this must not be allowed to happen at Barrow Hall Community Primary School.

Bullying can affect pupils in a number of ways:

They may complain that their possessions are being stolen. When pupils are bullied their lives are made miserable. They may suffer injury, they may be unhappy about coming to school. Over time they may lose self-confidence and self-esteem, they may blame themselves for inviting bullying behaviour. Bullying can affect the pupil's concentration and learning. Some pupils experience stress-related illness; stomach aches, headaches, nightmares or anxiety attacks.

There are a variety of different theories on how we should tackle reported incidents of bullying. The particular ones we have chosen are a combination of circle time, peer group programmes and 'telling schools'.

Action to Prevent and Deal with Incidents of Bullying

We hope to prevent incidents of bullying by educating children about the issues surrounding bullying. We aim to do this through the PHSCE curriculum, anti-bullying assemblies, National anti bullying theme week, bullying surveys, whole school script to deter the use of homophobic language, a child friendly version of the anti-bullying policy (see appendix 2) etc.

Staff should always listen to children and act upon any statements or complaints they make

We encourage children to report incidents either to their teachers or other support staff. Every reported incident will be treated seriously and investigated accordingly. We also encourage the children to tell their parents who in turn can tell us about it.

The School's Response to Bullying

It is assumed that parents, who choose to send their child to Barrow Hall Community Primary School, will support and co-operate fully with staff in maintaining high standards of work and behaviour. We actively discourage parents from dealing with reported incidents of bullying themselves.

The alleged incident should be reported either to the child's class, who will pass it on to Senior Management for investigation, or reported directly to our Senior Leaders. Action will be taken as a result of the investigation and open cases are monitored carefully until we feel that the incident has been resolved. All staff are made aware of actual / potential cases so that they can be vigilant. Parents will be kept informed at all stages of the process (see flowchart below)

We also have a member of our staff who acts as a mentor for our more vulnerable children.

The School's Response to Bullying Flowchart.

