A lifelong love of learning;

a love of life.

Anti-Bullying and Discrimination Policy

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Anti-Bullying and Discrimination Policy

At Bramber Primary School we will play our part to ensure that children:

- are protected from harm
- achieve in education
- have a stimulating and happy childhood
- grow up healthily, physically and mentally
- feel good about themselves and respect others
- are encouraged to behave responsibly and keep out of trouble
- develop essential personal and social skills to help them throughout life
- become active citizens and participate in society.

We will promote:

- Respect and support for people
- Equal values
- Learning as the key.

Aims

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety, and measures are in place to reduce the likelihood of bullying.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all pupils. We aim for all pupils to reach flourish academically, socially and personally through learning and playing in a safe and secure environment.

We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

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 Bramber 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 WSCC safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, and the School's Vision and Values.

Bullying Definition

At Bramber Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and RHE lessons.

We agree that:

• Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In order to help the children recognise and prevent bullying, we use the STOP analogy which is:

Several

Times

On

Purpose

• Bullying usually happens when the relationship is imbalanced.

• It could be prejudice-based or discriminatory.

Forms of Bullying

Bullying can take a number of forms, both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical may lead to lasting psychological damage for the individual.

1. **Physical bullying** behaviours may include: biting, hair-pulling, hitting, kicking, pinching, punching, scratching, spitting or any other form of physical attack. damage to another person's property may also constitute physical bullying.

2. **Non-physical** bullying may include both *verbal and non-verbal* behaviours. Examples of *verbal bullying* behaviours include: name-calling, ridiculing, making racist, sexist or homophobic jokes, remarks or teasing, using sexually suggestive or abusive language, spiteful teasing or making cruel remarks and spreading false or malicious rumours.

   Non-verbal bullying may include indirect non-verbal bullying behaviours such as exclusion from social groups, rumour spreading, sharing malicious jokes, spreading defamatory or discriminatory graffiti, and sending abusive mail, email and text messages.

   Direct non-verbal bullying behaviours such as making intimidating or insulting gestures may accompany physical and/or verbal bullying.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as ***unwitting bullying behaviour.*** This behaviour is a common contributory factor in the embedding of racist, homophobic and sexist cultures, for example, and the proliferation of this behaviour outside the school can make it particularly difficult for schools and school staff to challenge.

3. **Cyber-Bullying.** The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

4. **Racist Bullying.** This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

5. **Homophobic Bullying.** This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Who is Bullied/The Victim?

All children are potential targets of bullying, but definitions such as the ones below are useful as a part of the process of helping schools to identify those at risk, or those already suffering from bullying, whilst also acting to stimulate an expansion of the entire school community's understanding, recognition and awareness of a victim's position.

These definitions should not be regarded as a tool for differentiation – all targets of bullying must be supported and protected with equal care and commitment within the school environment.

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm.

Targets commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

Sullivan (2000) cites the work of Stephenson and Smith (1989) and Dan Olweus (1978, 1991) in identifying some broad categories of victim:

- **Passive targets**: anxious, lacking in self-esteem and self-confidence, physically weak, and unpopular. They do nothing to provoke attacks and do little if anything to defend themselves.

- **Provocative targets** are physically strong and active. They may have problems with concentration which causes tension and irritation in those around them, provoking the other children into turning on them.

  Olweus, Smith and Stephenson suggest that one in five targets are provocative. Olweus' rather uncompromising definitions (1993) further suggest that provocative targets:

  1. 'may be hot-tempered and attempt to fight and answer back when attacked or insulted, but not usually very effectively

2. may be hyperactive, restless, lacking concentration, and generally offensive and tension-creating; may be clumsy and immature, with irritating habits
3. may also be actively disliked by adults, including the teacher
4. may themselves try to bully weaker students'

- **Bully/targets:** both provoke aggression in others and perform aggressive acts themselves.

Vulnerable Groups.

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Children having caring responsibilities
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual
- Those suffering from health problems, including mental health

Who Bullies/The Bully?

The term 'bully' is certainly more complex than general stereotypes imply, and for this reason alone the definitions below are important in stimulating debate around understanding bullying and developing strategies for preventing bullying and responding to bullies.

A bully is a person (or group) who deliberately and wilfully uses and abuses their power or strength to intimidate or frighten others, usually those who they have identified as being able to offer insubstantial resistance. Commonly, the bully displays these bullying behaviours persistently towards an individual/individuals and over a period of time.

Rigby (1996) states, 'The bully is not simply a person who dominates... The goal is the **enjoyment of another's distress,** because the enjoyment of that distress is pleasurable. And the repetition of this experience continues to please.'

But, research (Smith and Stephenson 1989 'Bullying in the Junior School' in 'Bullying in Schools', ed. Tattum & Lane, Trentham) suggests that there may be three general types of bully:

- **Confident bullies:** physically strong, enjoy aggression, feel secure, average popularity
- **Anxious bullies:** weak academically, poor concentration, less popular, less secure
- **Bully/targets:** bullies in some situations, bullied in others, very unpopular

Bullying and the Role of the Group

The majority of children within a school are not involved in bullying themselves. However, they are likely to know that it is happening.

Bullying is commonly a **group** activity, often with one perpetrator taking a lead role.

Other children may be present and may play a number of subsequent roles. They may be broadly described as either *colluders or bystanders.*

> *Colluders* may assist the bully or may encourage the bullying by laughing, shouting and watching.
>
> *Bystanders* may be present but may remain uninvolved whilst some children may intervene directly and act to stop the bullying, or may go and tell an adult.

Within a bullying group you may find the following roles:

- The Bully – leading and initiating bullying behaviour; actively involved in bullying
- Assistant to the Bully – supporting the bully; eagerly joining in the bullying
- Reinforcer – acting as audience; laughing at the victim; encouraging the behaviour of the bully
- Victim – the target of bullying behaviour
- Defender – providing direct or indirect support to the victimised person; trying to stop the bullying by, for example, telling an adult or telling the others to stop; comforting the victim after the event
- Outsider – ignoring or avoiding bullying situations; pretending not to notice that bullying is taking place.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Bullying Prevention

Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as RHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness. E-safety is an important part of the Curriculum and information for parents is

included in newsletters and on the school's website. Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Children are aware of the 'Trusted Adults' in school that they can talk to about any worries or concerns. Each classroom has an 'ask-it basket', where children can record their concerns if they do not wish to talk face to face to a trusted adult.

Our Behaviour Policy is based on evidence-informed best practice. Our Behaviour Policy aims to promote and praise positive relationships and behaviours.

Listening to children

It is important that children are and feel that they are listened to when discussing or disclosing any potential incidents of bullying.

At Bramber we:

- Listen to the child
- Take them seriously
- Show empathy
- Let the child know it's not their fault
- Avoid stereotypes
- Reassure them they were right to tell
- Follow our procedures for reporting concerns.

The role of governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this policy regularly. 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.

A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the headteacher, and asks him/her to conduct an investigation into the case, and to report back to a representative of the governing body.

The role of the headteacher

It is the responsibility of the headteacher to implement the school anti-bullying strategy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and 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 an assembly as the 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 staff, including lunchtime staff, receive sufficient training to be equipped to identify and 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.

The role of the teacher and support staff

All the staff in our school take all forms of bullying seriously, and seek to prevent it from taking place.

Teachers keep their own records of all incidents that happen in their class, and that they are aware of in the school. All incidents are reported on CPOMS.

If teachers witness an act of bullying, they will either investigate it themselves or refer it to the headteacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the headteacher, the teacher informs the child's parents.

When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This may involve counselling and support for the target, and consequences for the offender.

Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future.

If a child is repeatedly involved in bullying, we inform the headteacher and the special needs coordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the headteacher may contact external support agencies, such as the social services.

All members of staff routinely attend training, which equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They use drama, role-play, stories etc., within the formal curriculum, to help pupils understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour.

The role of 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 their child's class teacher immediately. If they are not satisfied with the response, they should contact the headteacher. If they remain dissatisfied, they should follow the school's complaints procedure, as detailed in the school Prospectus.

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

The role of pupils

Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.

Pupils are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council has developed its own anti-bullying code.

Monitoring and review

This policy is monitored on a day-to-day basis by the headteacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook, where incidents of bullying are recorded, and by discussion with the headteacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, homophobic, cyberbullying or bullying directed at children with disabilities or special educational needs.

This policy will be reviewed every two years, or earlier if necessary.

Alongside this policy, further guidance is available from the DFE:

DFE guidance: Preventing and Tackling Bullying