



Anti-Bullying Policy

(Policy and Procedure)

Status Statutory

Last Review: May 2021

DRAFT

Agreed – FGB – Awaiting Ratification

Next Review –

Vision and Values

Brookland Church Of England Primary School Vision Statement 'For A Brighter Future'

Following in Jesus' footsteps, we learn to make positive and courageous CHOICES to brighten not only our future but that of others.

'My children, our love should not be just words and talk; it must be true love, which shows itself in action.'

1 John 3:18

Our key values are:

Courage
Humility
Offering
Integrity
Commitment
Empathy
Service

At Brookland we expect all within the school community (Pupils, Staff, Parents, Governors and Visitors) to show outstanding behaviour at all times. Our vision for behaviour in our school is rooted in our Christian vision – every choice we make, either individually and/or collectively as a school, is done to ensure that everyone in our school community is able to flourish and enjoy the brightest future, experiencing 'life in all its fullness'. (John 10:10)

Aims:

- To ensure that every member of our school community feels safe and is able to live life in all its fullness.
- To uphold the worth of each person and to demonstrate unconditional positive regard regardless of any differences, whatever their background.
- A commitment to ensuring a school culture and community where everyone feels confident and supported in challenging all types of bullying.

'No caring parent wants their child to be bullied or to bully for any reason.' Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness. **Valuing All God's Children. (Summer 2019)**

What is bullying?

Bullying can be very difficult to define due to the complex nature. For the purposes of this policy it is first important to consider the distinction between relational conflict and bullying.

For the purpose of this policy Relational Conflict is classified as

RELATIONAL CONFLICT

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BULLYING

Equal Power
Happens Occasionally
Accidental
Remorseful
Effort to solve problem

Imbalance of power
Repeated negative action
Deliberate
No remorse
No effort to solve problem

From East Sussex 'Working Together' Toolkit 2010

The ABA (Anti-Bullying Alliance) defines bullying as:

“The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face to face or through cyberspace.”

Bullying whether verbal, physical or psychological will not be tolerated at Brookland CE Primary School. It is everyone's responsibility to prevent it happening and this policy contains guidelines for all members of the school community.

In our school, children and adults have a right to feel welcome, safe and happy. In our school we will not tolerate any unkind actions or remarks even if these were not intended to hurt.

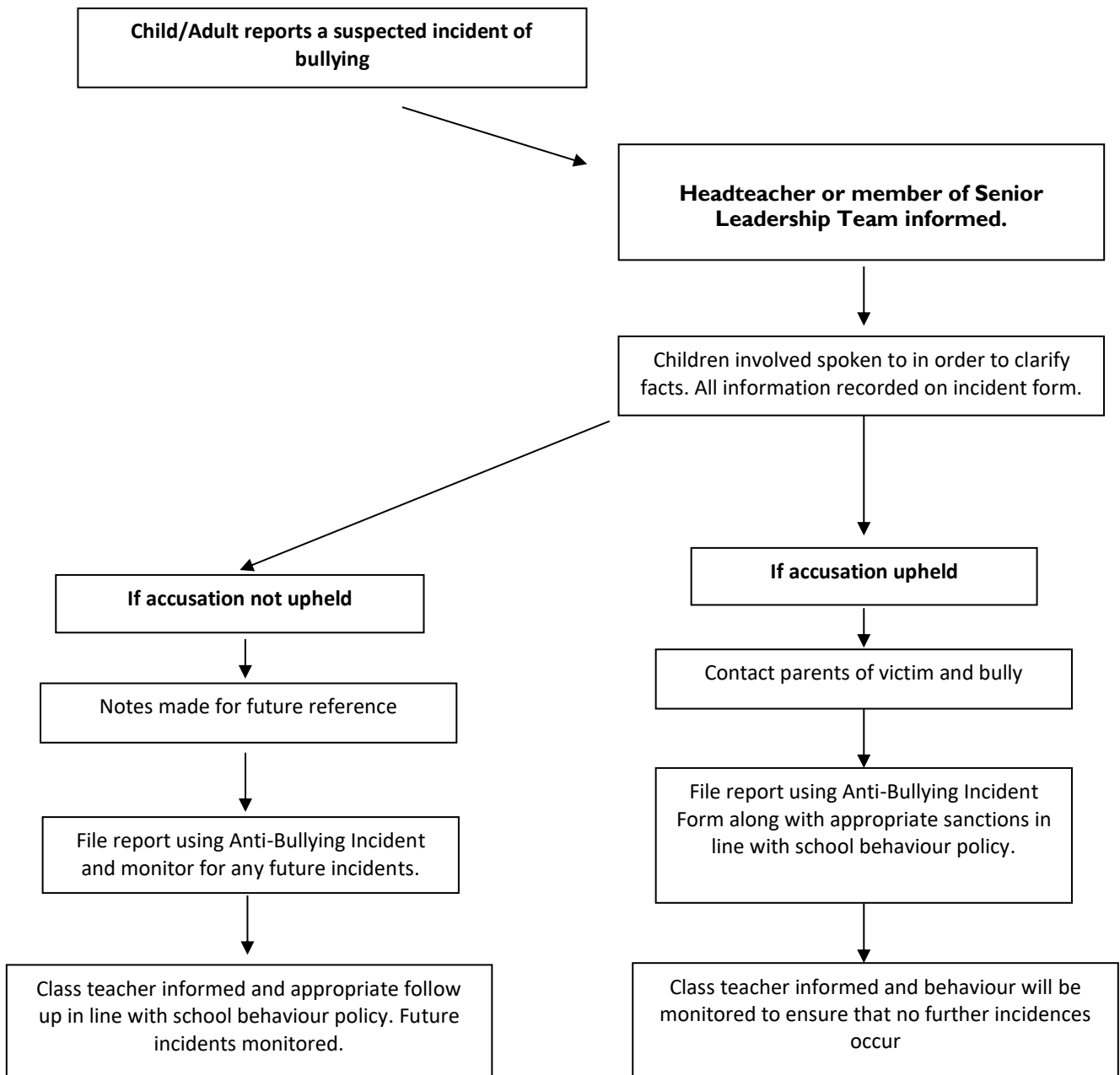
We will regularly speak to the children to gather their views in respect to bullying and the way in which the school manages this behaviour.

This, along with the views of parents, will inform future policy.

The governors will conduct regular reviews of the school's management of behaviour and any incidences of bullying.

At Brookland we do our best to ensure that all children are happy and all problems are sorted quickly. If any parent feels that the issues are not resolved there is a complaints procedure and more information about this process can be found in the school office.

This policy should be seen as part of the school behaviour policy and be reviewed at least annually and in the light of any changing circumstances.



Parents:

Parents of both victim and bully will be informed and staff will undertake to give feedback to parents.

Involvement of parents at an early stage is essential. If things have not gone well, the problems will be further analysed with the possibility of outside agency involvement – e.g. behaviour support service. Parents will be kept informed at all stages.

Appendix 1

Initial Investigation into allegation of bullying			
Completed by Name &Role -			
Date -			
Individual's name alleged to be experiencing bullying behaviour -			
Individual's name alleged to be engaging in bullying behaviour -			
Form of referral (e.g. verbal report, letter, email, phone call) -			
Reported account –			
Details gathered to date –			
Action taken to date (tick relevant boxes)			
Checked for earlier incidents		Notified class teacher	
Individual discussions with pupils involved		Group discussion with pupils involved	
Discussion of incident with peers/class		Restorative Conversation	
On-going support/monitoring from staff		Details of actions agreed with pupils	
Applied sanctions		Parent letter/meeting	
Any additional action taken?			

Factors to help determine if incident constitutes bullying

Incident was bullying (all 3 amber warnings confirmed)

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience e.g. multiple incidents, cyberbullying or the involvement of a group
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)
- Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for subtle coercion)
- Other _____

Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Resolution process agreed:

Details of any support given –

Was alleged bullying confirmed?	Yes	No	Insufficient evidence
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Appendix 2 – Forms of Bullying

Forms of Bullying and Persistent Behaviours

Physical Bullying – hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things;

interfering with another's property by stealing/ hiding/ damaging/ intruding upon it; extortion/ threatening demands for money or other items; writing or drawing offensive notes/ graffiti about another

Verbal Bullying – name calling; insulting or offensive remarks; accusing; taunting; put downs – ridiculing another's appearance/ way of speaking/ disability/ personal mannerisms/ race/ colour/ religion; humiliating publicly – spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm

Psychological Bullying – excluding/ shunning others from group activity/ social setting or play; belittling other's abilities or achievements; mobbing the individual; menacing looks, stares; rude signs or gestures; negative body language

Cyber Bullying – misuse of emails, images, texts, blogs, tweets, forums and chat rooms such as 'Face Book' to hurt, embarrass, demean, harass, provoke, humiliate, bring into disrepute, undermine professional competence of another using perceived anonymity

- misuse of mobile phones by text messaging/ calls or images to hurt, embarrass, demean, harass, provoke, humiliate, bring into disrepute, undermine professional competence of another

- unauthorised publication or manipulation of private information; impersonation

Against Protected Characteristics.