



ANTI BULLYING PROCEDURE

Key Document Details

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Introduction

Clarity, Urgency, Focus

This procedure is intended to support our values:

Collaboration, Respect, Curiosity, Resilience and Responsibility

We are committed to providing a caring, friendly and safe environment for everyone in the school. Bullying of any kind is unacceptable at our school and can be a barrier to learning. Everybody has the right to be treated with respect. 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 staff.

Schools have a responsibility to respond promptly and effectively to issues of bullying. We will also support people showing bullying behaviour by helping them to learn more acceptable ways of behaving.

What Is Bullying?

Bullying is the use of aggression with the intention of hurting another person. Bullying is usually a repetitive behaviour.

Bullying can be:

- Emotional being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or speech)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic focusing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email & internet chat room misuse
Mobile threats by text messaging & calls

Objectives of this Procedure

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is and what it is not.
- All governors and teaching and non-teaching staff should know what the school procedure is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school procedure is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils, parents, and staff should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.
- To ensure that we are compliant with the Equality Act 2010 and we have a commitment to preventing and responding effectively to all types of bullying of protected groups including SEND, LGBTQ+, religion, young carers, looked after children, appearance, sexist and sexual, disabled and race.

This procedure will be monitored by:

Behaviour HLTA will produce a report 3 times a year (terms 2, 4 and 6) to FGB and Head Teacher containing the following:

- The number and nature of the reported incidents of bullying since the previous report (or beginning of year)
- The actions taken by the school
- The effectiveness of these actions
- Any implications for the school arising from the incidents
- Through our Anti Bullying action plan which is reviewed and updated regularly.

Prevention

- Regular discussion about the school's Code of Behaviour
- Reinforcement of the school's values – Collaboration, respect, curiosity, resilience, and responsibility
- Activities organised for Anti-Bullying Week such as odd socks/mental health assemblies.
- Making a feature of stories, poems, or drama about bullying
- Having discussions about bullying and why it matters during PHSE curriculum
- Staff vigilance in overseeing potential areas where bullying commonly occurs – toilets, remote corners of playground
- Sharing information between all staff and access to CPD through the UAB alliance.
- Regular circle times and assemblies looking at all aspects of bullying including cyberbullying, LGBTQ+, Race, Faith and Mental Health.
- Explicit teaching of values from year R and reinforcement of values through rewards.
- Children taught how to problem solve incidents.
- Displays around the school that raises the profile of bullying prevention
- Monitor pupil absence
- Continue to engage with PCSO's and neighbourhood policing to be vigilant of bullying that

may occur to/from school and within the community.

- Interventions are held with Pastoral Lead around Internet safety
- Coffee Mornings held to educate and support parents with online safety.
- Phase assemblies and yearly visit to life skills workshops.

Signs a child may be being bullied

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be accompanied to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- hangs around unwilling to leave at the end of the day
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or “go missing”
- asks for money or starts stealing money
- has dinner or other monies continually “lost”
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what’s wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

1. Report bullying incidents to behaviour team via email or phone. 0117 3772080
anna.hicks@bannermanroadbristol.org or sian.lennox-gordon@bannermanroadbristol.org. These details are also available online and in the fortnightly newsletter.
2. In cases of serious bullying the Principal and SLT must be kept informed.
3. Incidents will be recorded by staff on DC Pro and CPOMS too if Safeguarding issue
4. Triaging and signposting to other agencies if appropriate.

5. In serious cases parents of both the bully and the victim should be informed and will be asked to come to a meeting to discuss the problem
6. The bullying behaviour or threats of bullying must be investigated, and the bullying stopped quickly
7. The Belonging and Behaviour procedure will be followed to determine appropriate sanctions
8. Work will be done to help the bully (bullies) change their behaviour. When there are allegations of bullying by staff towards other staff the Principal will deal with this using the procedures associated with the Code of Conduct for Employees.
9. When parents or carers are alleged to have bullied staff, the principal will investigate and deal with this.
10. When a member of staff is alleged to have bullied a child the principal will investigate and deal with this using the school Safeguarding Procedures.
11. Targeted pastoral support for victims of bullying if appropriate.

Guidelines of how to deal with potential bullying situations

The No Blame Approach

This is particularly useful where the target is reluctant to have staff take action on their behalf for fear of retaliation by the bully. It is a positive and constructive approach which gives responsibility to the children.

It should be explained to the targets parents carefully before embarking on it; it is usually well-received by them as it is positive, and they too often worry about retaliation. It involves:

- The absence of blame
- The encouragement of empathy
- Shared Responsibility
- Problem Solving

And the steps involved are as follows:

Step 1 - Talk with the target

A facilitator talks to the target to establish the impact that the bullying has had on them. It is not designed to gather "facts" about who said or did what to whom. The target will be encouraged to suggest the names of people to form a group who should help solve the problem. These will include those involved, ringleaders, reinforcers, defenders and assistants and perhaps outsiders who may be friends of the victim. The target is also asked to produce a piece of writing or a picture to express how the bullying is affecting them.

Step 2 - convene a meeting of the group

The facilitator gathers the group together ensuring that there is a balance between helpful and reliable students and those whose behaviour has been causing a problem.

Step 3 - explain the problem

The facilitator explains that there is a problem and that S is experiencing certain difficulties. Without

discussing specific incidents or accusations the facilitator explains how S is feeling using the piece of writing from the target to illustrate this.

Step 4 - share responsibility

The facilitator points out that no one is going to be punished at this point and that the group has been convened to help solve the problem because there is a shared responsibility for S's happiness.

Step 5 - Ask for ideas

The facilitator asks the group to suggest ways that they may be able to alleviate the suffering felt by the target. Members of the group are encouraged to use "I" language (I will sit next to her in lessons, I will walk to school with her etc.) so that they take ownership of the solutions. These ideas are not imposed on the group by the facilitator.

Step 6 - leave it up to them

The facilitator ends the meeting by passing responsibility for the problem over to the group, thanks them for their support and arranges a meeting to see how things are going.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Other consequences may take place as outlined in the Behaviour and Belonging procedure
- 2) In serious cases, fixed term exclusion will be considered
- 3) If possible, those involved will be helped to reach a reconciliation.
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Related links

<https://www.gov.uk/guidance/equality-act-2010-guidance>

https://bannerman-school.s3.amazonaws.com/uploads/key_information/Belonging-behaviour-and-engagement-Procedure-website-V2.docx?t=1652284032