

Blackhorse Primary School & Emersons Green Primary Schools



Anti-Bullying Policy

Author/Person Responsible	Exec Headteacher
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Review Group	FGB
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Related Policies	Positive Behaviour Policy Exclusions and Suspensions Policy

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Anti-Bullying Policy	DATE:	November 2024
EIA CARRIED OUT BY:	S Botten	EIA APPROVED BY:	S Botten

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		X
Sex (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

Blackhorse & Emersons Green Primary Schools Anti-Bullying Policy

1. Statement of Intent

Blackhorse & Emersons Green Primary School's are dedicated to providing a supportive, caring, and safe environment where all children can thrive without fear of bullying. Bullying of any form is unacceptable and will not be tolerated, whether perpetrated by a child or an adult.

Staff, children, and parents will be fully informed about the school's anti-bullying stance. We aim to uphold outstanding behaviour standards and actively challenge conduct that falls short. Anyone aware of bullying is expected to report it.

Victims of bullying will be treated sympathetically and supported. Every reported incident will be handled swiftly and logged for effective follow-up.

2. Defining Bullying

The 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 online."

This definition highlights four key elements:

1. **Hurtful:** The behaviour causes harm.
2. **Repetition:** It occurs repeatedly over time.
3. **Power Imbalance:** There is a perceived or actual imbalance of power.
4. **Intentional:** The behaviour is deliberate and meant to harm.

Bullying can take many forms, including:

- **Physical:** Repeated pushing, poking, kicking, hitting, biting, pinching, etc.
- **Verbal:** Repeated name-calling, sarcasm, spreading rumours, teasing, belittling, or making threats.

- **Emotional:** Isolating others, tormenting, hiding belongings, ridicule, exclusion, or manipulation.
- **Sexual:** Unwanted physical contact, abusive comments, homophobic/ transphobic remarks, or exposure to inappropriate material.
- **Online/Cyber:** Any bullying which takes place online (e.g. over text/Whats App etc., during online gaming, during video/voice calls. Includes: posting harmful content targeting an individual or group; sharing hurtful photos relating to an individual or group; sending abusive/ messages, or excluding individuals online.
- **Indirect:** Exploiting individuals or encouraging others to bully.

Bullying involves not only immediate harm but also significant long-term effects on well-being, learning, and mental health.

How is conflict and unkindness different to bullying?

Children are constantly learning how to manage social relationships and will sometimes come into conflict with other children and may sometimes be unkind. Conflict and unkindness are dealt with in a different way to bullying.

Conflict involves two, or more, children personally disagreeing and possibly becoming angry and frustrated. This may result in unkind words or actions by both sides. There is no imbalance of power but one or more of those involved feel that they are being unfairly treated. When investigated both parties are equally responsible for any ongoing conflict. The school does not tolerate physical violence during conflict and sanctions will be applied to any child physically hurting another.

Unkindness involves one, or more, children, being physically, emotionally, verbally unkind or inappropriate towards another child on a single occasion, either online or in person. These behaviours may be hurtful and/or intentional, but may not be bullying if the incident is isolated and has not happened previously. Such behaviour will not be tolerated and will be dealt with in line with the school's behaviour policy.

3. Preventing Bullying

We strive to foster a culture of respect and inclusion where bullying is universally unacceptable. Prevention involves collective responsibility and proactive efforts by the entire school community.

Our Approach Includes:

- **Community Engagement:** Involving pupils, staff, and parents in developing and reviewing our anti-bullying policy, including creating child-friendly versions.
 - **Education:** Using assemblies, PSHE lessons, and class discussions to teach the differences between conflict and bullying.
 - **Celebrating Diversity:** Building a positive ethos where differences are respected and celebrated.
 - **Promoting Empathy and Social Skills:** Offering programs like circle time, peer mediation, and emotional literacy sessions.
 - **Playground Management:** Training staff to supervise playtimes effectively and providing activities that promote positive play.
 - **Raising Online Awareness:** Teaching about cyberbullying and online safety through regular e-safety lessons.
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4. Responding to Bullying

The following, consistent approach should be used when investigating allegations of bullying:

1. If bullying is suspected or reported, the member of staff who has been approached will discuss the incident with the target and ascertain whether bullying has indeed taken place (as defined by this policy) or whether the child has been involved in a conflict or subject to an isolated incident of unkindness, which can be dealt with in accordance with the school's Positive Behaviour Policy. This will be recorded on CPOMs.
2. Once an incident of bullying has been established, a clear account of the incident/s will be recorded and given to the head teacher/deputy head teacher. The headteacher will record details on CPOMs (as Bullying), along with any actions taken.
3. The head teacher/deputy head teacher will use the "Method of Shared Concern" to attempt a resolution where the "bully/s" empathises with the feelings of the target and agrees to alter their behaviour. This will be considered a notice to stop, where the perpetrator can alter their behaviour without sanction in addition to those applied for breaches in the school's rules. Parents of both parties will be informally notified at this point, usually by phone, to reassure them that the matter is being resolved.
4. Should further incidents occur, all children involved will then be re-interviewed and the parents of both parties informed. Should conflicting reports of the incident be reported, the Headteacher will determine what has occurred on 'the balance of probabilities'. At this

point, sanctions may be applied to the perpetrator/s as bullying has continued to occur despite warnings.

The school will review this policy annually and assess its implementation and effectiveness throughout the school.

5. Monitoring and Review

To ensure the effectiveness of our approach:

- Bullying incidents are regularly reviewed for trends or patterns.
 - Pupils provide feedback through surveys and school council meetings.
 - Staff receive regular training to identify and respond to bullying effectively.
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6. Diversity and Inclusion

We recognize that bullying is closely tied to diversity and inclusion. Certain groups, such as SEND pupils, ethnic minorities, LGBT+ individuals, and young carers, may be more vulnerable to bullying.

Our school takes a proactive approach by:

- Celebrating diversity through events and curriculum activities.
 - Encouraging open dialogue about identity and mutual respect.
 - Supporting vulnerable pupils through targeted interventions and resources.
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7. Parent and Carer Involvement

Parents play a critical role in preventing and addressing bullying. They are encouraged to:

- Report concerns promptly to the class teacher or headteacher.
- Avoid confronting the bully or their parents directly, as this may escalate the situation.
- Work collaboratively with the school to resolve concerns.

Should parents feel their concerns have not been addressed, they can follow the school's complaints policy.

Appendix 1: Method of shared concern

Four phases:

Phase 1: One to one conversation. To confirm with the individuals involved that there is an issue that needs to be dealt with. It's not about seeking an admission of fault. This includes students directly involved or bystanders of the incident/s.

Phase 2: Let the child or young person know that those involved have acknowledged the situation is not good and have agreed to help. This includes those with direct involvement as well as bystanders. The facilitator's role is to listen and be non-judgemental. Acknowledge that the situation isn't good and that you have agreed to help. Strategies used here include open-ended questions. A possible script might be "It is important school is a safe and happy place for everyone, and we are concerned this is happening. It's important we can all help here."

Phase 3: follow up a few days later. Follow up with each child to find out about the effectiveness of individual action/s, to celebrate success and/or positive change and, if appropriate to set targets to support. Phrases that could be used; "What actions have you seen that helps make others feel like they belong or feel safe?"

Phase 4: Meet with all group members together and ask each individual what they have done to improve the situation and how they feel about the changes. Discussion points here could be: talking about actions individuals have taken, observations of how children may be feeling, use of positive reinforcement and emotion coaching.

Conflict is most easily resolved when the people in conflict have a sense of a long-term future together.

One to one conversation structure:

1. Welcome the student into the room
2. Establish a non-punitive, relaxed atmosphere
3. Remain neutral and calm
4. Say "I understand that there have been some issues between you and x, please can you tell me about it."
5. Let the student talk. Avoid closed questions. Don't question if they complain about the bullied student.
6. Say "So, it sounds like x is having a bad time in school."

7. Say "I was wondering what you could do to make things better for x."
8. Accept suggestions. Don't bargain or question. Don't discuss how.
9. Say "OK, I'll see you next week to find out how you are getting on. Suggestions could include:
 - I'll include x in play/conversations etc
 - I'll think about my actions and words/stop bullying him/her (Respect)
 - I'll respect other children's ideas and viewpoints by...(Respect)
10. Remind the perpetrator that no further incidents of unkindness will be tolerated and that this conversation must now result in all unkindness stopping. Clarify that further incidents may be treated as bullying as all parties are now aware of the potential for this.

2. Appendix 2: Child-friendly version of the policy (to be displayed around school)

ARE YOU BEING BULLIED?



What is bullying?

Bullying is when someone (or a group of people):

-  Says unkind things
-  Hurts you
-  Threatens you
-  Takes your belongings
-  Sends unkind messages
-  Stops People being friends with you.

and does any of these things more than once.

What to do if you think that you are being bullied:

Tell a teacher, someone at home or an adult who you trust.

What happens when you tell an adult?

1. The adult will ask you what has happened and will decide whether it is **unkindness** or **bullying**.
2. If someone has been **unkind** to you once, your teacher will tell that person not to do it again and they may have to miss a playtime.
3. If someone has been **unkind** to you **more than once** your teacher will tell Mr Fry or Mr Botten.
4. Mr Fry or Mr Botten will speak to you and find out what has been happening and what you would like to happen to make things better.
5. They will speak to the person who has been bullying you and tell them to stop.
6. Mr Botten will speak to your parents and let them know what has happened and what the teachers are doing to make things better.
7. Mr Botten or Mr Fry will keep checking that things have got better over the next few weeks.