BURFORD PRIMARY AND NURSERY SCHOOL

Anti-Bullying Policy

September 2024

Anti-Bullying Policy

At Burford Primary & Nursery School, we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate.

We believe that every child has the right to come to school without the fear of being bullied.

Roles and Responsibilities

The headteacher has over-all responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Transform Trust and outside agencies and appointing an Anti-Bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–bullying Coordinator in our school is: **Louisa Arnold**

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: **Claire Stafford**

Definition of Bullying

'Behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally' - ***Preventing and tackling Bullying – Advice for School Leaders, Staff and Governing Bodies (June 2011)***

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

- Hate crime related bullying of children with special educational needs or disabilities, homophobic bullying or related to race, religion or culture
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist or sexual bullying.

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Homophobic bullying and homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGB. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent.

Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises. New advice for school leaders to help with this problem and its effect on children acknowledges the problem also persists outside school, in the local community, on the journey to and from school and may continue into Further Education.

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Burford's Anti-Bullying policy is a sub section of the school's Behaviour Management Policy and links with the school's mission statement and Equal Opportunities Policy. Staff will discuss bullying with their class at the start of each term to heighten awareness of this subject. The issue of bullying will also be addressed through PSHE, Citizenship, Religious Education and collective worship work.

Reporting and responding to bullying

Our school has clear and well publicised systems to report bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the victims of bullying or have witnessed bullying behaviour (bystanders)

Pupils are encouraged to report incidents of bullying in the first instance to their Class Teacher.

The class teacher will record the details as an incident on Scholarpack – **all** alleged incidents will be recorded.

The response to the incident, including any sanctions arising for the perpetrator, will vary according to the circumstances, but will be in keeping with the school's Behaviour Management Policy.

In the event of bullying, as defined, support will be made available for the victim.

In the event of bullying, as defined, support will be made available for the perpetrator, with the aim of helping them to change their behaviour.

Where deemed appropriate, outside agencies will be involved to support the target and/or perpetrator.

The leadership team will review all cases, including those deemed 'resolved', half-termly.

Reporting by Adults

All adults working in school will be reminded that they should report any incidents or disclosures to either: the Class Teacher or the leadership team.

Parents will be reminded that they should report any concerns to the Class Teacher or leadership team. This direction will be included in a summary of this policy, to be sent annually to parents.

All allegations reported by adults will be recorded on Scholarpack, as per an allegation from a child.

Reporting and Statistics

The leadership team will collate termly reports for Governors.

Strategies for Preventing Bullying

As part of our ongoing commitment to the safety and welfare of our pupils, we at Burford Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

An ongoing programme and philosophy which makes it clear that there is no tolerance of bullying and that targets will be supported.

- ✓ A Behaviour Policy based on the reward of good behaviour and relationships with others
- ✓ Regular collective worship input on the management of bullying
- ✓ Participation in Anti-Bullying week annually in November
- ✓ PSHE/Citizenship lessons and cross curriculum
- ✓ Specific curriculum input on areas of concern such as cyberbullying and internet safety
- ✓ Student voice, school council

Reactive programmes for vulnerable groups or groups involved in bullying. For example: -

- ✓ Restorative Justice
- ✓ Counselling and/or Mediation schemes
- ✓ Place2Be and Mental Health Team

Support for parents/carers

- ✓ Parent groups/extended schools
- ✓ Parent information events/information

Support for all school staff

- ✓ Staff training and development for all staff including those involved in lunchtime and before and after school activities