



Barrowford

Primary School

Learn to Love, Love to Learn

Anti-Bullying Policy

What is bullying and how can it be recognised?

- It is repetitive and persistent – though sometimes a single incident can be intimidating and can have precisely the same impact as persistent behaviour over time.
- Is behaviour that intentionally hurts another individual or group either physically or emotionally – though occasionally the distress it causes is not consciously intended by all of those who are responsible.
- It involves an imbalance of power, leaving some feeling helpless to prevent it or put a stop to it.
- It is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities.
- It might be motivated by actual differences between children, or perceived differences.
- It causes feelings of distress, fear, loneliness and lack of confidence in those who are at the receiving end.

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; playing computer interactive online computer games
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

It may not be bullying when two people of roughly the same strength/status have a fight or disagreement.

1. Aim

The ethos of the school promotes 'Rounded and Grounded' pupils. The skills we instill through our practices are care and consideration for others, self-respect and self-discipline, self-regulation, respect, safety, honesty, forgiveness and trust which includes the key themes that represent restorative approaches. The aim of this anti-bullying policy is to ensure that all our pupils learn in a supportive caring and safe environment without fear of being bullied. Bullying is unacceptable and will not be tolerated.

We believe that a child cannot learn effectively unless they have a secure base and he or she feels safe, successful and happy. We are concerned with helping children to develop socially acceptable attitudes, self-discipline and self-confidence, as well as an acceptance of responsibility for their own actions.

Objectives

- For governors, staff, pupils and parents to have an understanding of what bullying is and how to recognise it.
- For governors and staff to know our policy and procedures and to follow them when incidents are reported.
- For pupils and parents to know our policy and what they should do if incidents are reported.
- To assure all concerned that they will be supported when incidents of bullying occur.

Prevention Measures

All reported incidents will be taken seriously and investigated involving all parties.

All incidents should be dealt with in line with 'Restorative Approaches' which we use at Barrowford.

Restorative approaches

- Our school ethos fosters an atmosphere of equality and sense of community belonging. Through our rich curriculum areas of Understanding Physical Development, Health & Wellbeing and Historical, Geographical & Social Understanding, children learn to develop skills which will enable them to become resilient and also the impact of their actions on the wellbeing of others.
- This is further developed through Collective Worship and good role modelling throughout school.
- Reinforcement of Rounded and Grounded skills underneath the 'Having Relationship' and 'Having Insight' dimensions. Namely, having respect, compassion, self-regulation, flexibility, forward thinking and self-awareness. Additionally being accommodating, adaptable, cooperative, responsible and communicating.
- This message is reinforced with children in a number of ways and at regular intervals. These include assemblies, PSHE, Jigsaw project in addition to class circle time, developing mindfulness, meditation and peer massage. Our school has been recognised with a SEAL Quality Mark.
- Involvement in Healthy Schools
- An annual Keeping Ourselves Safe week (addressing bullying in particular cyber bullying and why we foster the restorative principles).
- PSHE/citizenship lessons including specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student voice through the Pupil Leadership Team
- Staff training and development for all staff
- Self Awareness sessions including positive touch strategies such as peer to peer massage, meditation and mindfulness'.
- Restorative Approaches
- Nurture principles

What should pupils do?

- If a pupil feels he or she is being bullied or becomes aware of others being bullied, he or she should always TELL AN ADULT.
- Speak to Maddison Allardice, Miriam Lagha-Boulares or Kaiser Mathisen, who are our pupil leaders for Personal Development, Behaviour and Welfare and the pupil team around him about any concerns or worries.
- Children can post their worry in the `Time to Talk` box placed in the library.

Reporting of incidents involving children

Anyone who witnesses or suspects bullying is taking place should report it initially to the relevant class teachers. They will carry out an investigation and may, in the first instance, give appropriate restorative solutions to the victim and perpetrator. In the case of any recurrence, the class teacher will deal with it but will complete a bullying incident form which will be sent to Helen Lewin/ Rachel Tomlinson. Further action may be taken by Helen Lewin/Rachel Tomlinson if it is thought necessary.

Reporting of incidents involving adults

Any adult with concerns should feel confident and comfortable to raise these concerns with the headteacher or a member of the governing body. Our governor with responsibility for such issues is:

Doug Metcalfe Tel: 01282 615644

The matter will be investigated and appropriate action will be taken.

All instances of bullying should be reported to the headteacher. An investigation will be carried out to establish what occurred. A record of the incident or incidents will be made. If, following investigation, it is found that the incident was not bullying, a record will still be kept.

Staff should always listen to children and act upon any statements or complaints they make.

Support and help

The principle is that the child causing harm is held to account for their behaviour. This means:

- Accepting responsibility for the harm caused to the individual being bullied
- Accepting responsibility for the harm caused to others
- Recognising the need to take action, to begin to repair the harm caused and
- Agreeing a range of actions – in conjunction with all those involved

There is a range of restorative approaches and it is important that they are used in conjunction with consequences.

Pupils who have been bullied will be supported by:

- Being given an opportunity to discuss their experience in a safe and neutral environment.
- Reassurance and continuous support. They will be encouraged to tell an adult if there is any recurrence of the bullying.
- Children involved in instances of bullying will be carefully monitored to ensure pupil safety.

Pupils who have bullied will be helped by:

- Using restorative questions to discuss the issue in a restorative meeting.
- Establishing the wrong doing and the link to consequences.
- Attempts will be made to ensure that the perpetrator understands the consequences for the victim and he/she will apologise, if acceptable to the victim.
- Appropriate levels of consequence will be decided and implemented with reference to the school's Relationship Policy.
- Any incidents of racist bullying will be reported in line with the local authority procedure.

This policy was written in consultation with the pupil leadership team, staff and governing body.

Katie Fletcher