



## Anti-Bullying Policy

**Autumn 2020**



Brierley Primary School & Little Bears Nursery  
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# ANTI BULLYING POLICY

## Nurture, Aspire, Believe, Achieve

### **At Brierley we take bullying very seriously.**

We aim to provide a school where children are able to grow and learn in a safe environment which encourages co-operative behaviour. Staff monitor movement about our school, supervise children at all times and encourage independence. We expect from our children orderly, sensible and controlled behaviour so that Brierley is a happy school with a minimum of rules. Our behaviour and discipline policy outlines our commitment to a culture of positive reinforcement which draws attention to and rewards positive behaviour.

We define bullying as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to defend themselves. It can take many forms, including physical, verbal, emotional or cyber, and can cause the victim considerable distress, to the extent that it can affect their health and development and/or cause them significant harm (including self harm.)

We believe bullying to be:

- Deliberately hurtful;
- Repeated or sustained over a period of time;
- Difficult for the victim to defend themselves against.

There are many forms including:

- Physical: pushing, hitting, kicking, spitting, biting, taking belongings;
- Verbal: name calling, prejudice, insults and offensive remarks;
- Emotional: spreading nasty stories, not speaking, tormenting, exclusion from groups, malicious emails or texts;
- Racial: racial taunts, graffiti, gestures;
- Sexual: unwanted physical contact or sexually abusive comments;
- Homophobic: because of, or focussing on the issue of sexuality;
- Direct or indirect verbal: name calling, sarcasm, spreading rumours, teasing;
- Cyber bullying: all areas of internet, such as email and internet chat Twitter, Facebook misuse, mobile threats by messaging and calls. Misuse of associated technology, i.e.: camera and video facilities, I-pad, games consoles.

### **The Most Common Effects of Bullying Are:**

- Anxiety and depression that can lead to intermittent and long-term absence from school, physical illness, psychosomatic complaints or even suicide.
- Poor self-esteem, which inhibits children from forming positive relationships, leads to feelings of worthlessness and betrayal, and causes some to lower their expectations, standards of work and therefore their academic attainments.
- Withdrawal, which may lead to low participation in school and other activities.

Bullying leaves the victim feeling helpless to prevent it or put a stop to it. In some cases an imbalance of power may mean that bullying crosses the threshold into abuse requiring implementation of safeguarding procedures. If it is suspected that bullying behaviour may cause the victim significant harm, the safeguarding procedures must be followed.

The needs of both the child being bullied and the perpetrator must be considered. It is important to remember that:

- National surveys indicate that half the children and young people who bully had been bullied themselves.
- Bullies can have distress in their own lives and use fighting and threatening behaviour as a way of coping.

- All settings in which children are provided with services or are living away from home must have in place rigorously enforced anti-bullying strategies.
- Schools have a legal duty to prevent all forms of bullying among pupils. In cases of sexist, sexual and transphobic bullying, schools must always consider whether safeguarding procedures need to be followed because of the potential for serious violence.

### **Possible Indicators of Bullying**

- Changes in attitude;
- Unexpected illness;
- Damaged/missing clothes, belongings or money;
- Unexplained scratches/bruising/cuts/bite marks;
- Going to school or coming home a different way;
- Poorer school performance;
- Truancy;
- Getting easily upset or emotional;
- Wanting to be escorted to places;
- Absconding;
- Crying at night/nightmares;
- Bullying other children;
- Returning home hungry (lunch/snack money stolen);
- Asking for more money than usual or stealing money;
- Stopping eating;
- Self-harm/attempted suicide.

### **Procedures Within School To Tackle Bullying**

Every encouragement is given for children to develop a sense of self-discipline and an acceptance of responsibility for their own actions. Physical or verbal aggression and bullying will not be accepted at Brierley. It is our aim for children to develop a sense of 'collective responsibility' and to report any aggressive incidents.

We recognise that some children might be reluctant to report a bullying incident to a teacher but might disclose an incident to a parent. Therefore parental co-operative is essential, we encourage parents to report incidents and welcome their approaches for advice. Parents of the aggressor will always be informed when an incident of bullying occurs.

We believe it is the responsibility of **everyone** to report bullying incidents. We will investigate all incidents and listen to all points of view.

Where an incident has not yet been established, the school takes the following actions:

- Discussion with children and parents.
- Discussion with other staff members.
- Referral to senior staff.
- Discussion with staff and children who may have witnessed the incident(s).

Where a child has needed treatment due to a deliberate injury inflicted by another child, the Headteacher must ALWAYS be informed.

Children who show aggression or bullying will be dealt with a reprimand. Parents will be informed. A permanent report to the child's file and fixed term exclusion will be considered for particular incidents.

### **Intervention Techniques and Curriculum Support**

The problem of bullying and how to deal with it is taught in the following ways:

- School drama lessons;
- Circle time;
- The PSHE curriculum;
- Assemblies;

- Playtime supervision/games/buddies;
- E-Safety activities.

Every report is investigated by either the class teacher, senior member of staff or the Headteacher. The bully is reminded that all forms of bullying are unacceptable and will not be tolerated. The appropriate sanction is then applied. Some incidents demand a serious response, particularly those involving persistent bullying, damage, injury or theft. In these cases, early involvement of the Headteacher and parents is essential. This may result in involvement from the PSCO or police. Every effort is made by the class teacher, senior member of staff and Headteacher to follow-up after an incident, to check that the bullying has not started again.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

### **Recording of Bullying Incidents**

When an incident of bullying has taken place, staff will record and report each incident. In the case of racist bullying, this must be reported immediately to the Headteacher or Assistant Headteachers.

General incidences of bullying should be recorded in the behaviour Log on staff share, this would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying. Confirmed cases of bullying must be recorded and followed up for a period of time afterwards. All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body (Safeguarding Gov).