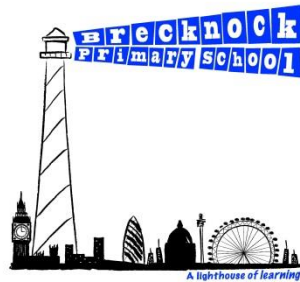


BRECKNOCK PRIMARY SCHOOL



Brecknock Primary School

Anti-Bullying Policy

Approving Body	School Governing Body
Date Approved	November 2018
Effective Date	September 2018
Review Date	November 2020

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BRECKNOCK SCHOOL POLICY FOR ANTI-BULLYING

Introduction

Tiggy Mitchell (Deputy Head) is responsible for running this policy and developing work around anti-bullying across the school. She is also responsible for the Behaviour Policy and all aspects of this.

Brecknock is a Rights Respecting School, and the articles of the UNCRC form the basis of all our behaviour management. Like all schools we have sometimes to deal with isolated incidents of bullying and unkind behaviour. We will do our utmost to prevent and deal effectively with any kind of behaviour which impacts on and affects others, with the support of parents, staff and governors. Children often tell someone at home first. Please let us know if you are worried about your child so that we can help.

Article 19: You have the right to be protected from being mistreated in body and mind

Article 28: You have the right to a high quality education

Key principles

At the centre of our approach to promoting anti-bullying are clearly defined rights, rules and responsibilities. We encourage mutual respect through the articles of the **UNCRC** which are understood by everyone in the school.

An awareness and understanding of our shared responsibilities guides our actions. All children and adults have a responsibility to act in a way that respects the rights of others and makes our school a better place.

Anti-Bullying

Bullying (as defined by the DfE) is: deliberately hurtful, repeated behaviour - often over a period of time. It may be physical or emotional and includes racist, sexist and homophobic behaviour, including anti-LGBT. This behaviour can also be communicated remotely, through text messages or other mobile phone apps or via the internet etc.

At Brecknock we aim to prevent bullying from happening in school and outside of school, including via cyberbullying, by:

- teaching children to recognise different forms of bullying and the effects these have on victim and perpetrator,
- teaching children strategies for prevention, and
- by identifying effective procedures for dealing with incidents, and making these clear to children, parents, and staff.

The school's Anti-Bullying Procedures (Appendix B) are monitored and reviewed regularly, as are the number and nature of incidents. In the case of online bullying, disciplinary sanctions may be imposed, even in relation to conduct that takes place outside school premises. If a child is found to abuse their online privileges, they may lose their access until their behaviour shows they are ready to use this educational tool in the manner expected.

We challenge all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- Prejudices around disability and special educational needs
- Prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum

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- Prejudices around gender and sexual orientation, including homophobic and transphobic attitudes.

We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents.

Anti-Bullying Procedures

Procedural objectives:

- Create an environment that promotes positive social interaction in all areas of school life;
- Ensure that the anti-bullying message is an integral part of the daily curriculum;
- Encourage children that it is safe to tell and that bullying 'feeds on silence';
- Help children understand the consequences of their actions;
- Encourage parents to reinforce this message;
- Record all bullying incidents;
- Communicate appropriately with staff and parents concerned.

The Senior Leadership Team will:

- Reinforce and model the articles of the UNCRC and use the reward system as stated in the Behaviour Policy;
- Use assemblies to raise awareness of anti-bullying and reiterate the message that it will not be tolerated in our school;
- Support staff by following up reported incidences;
- Communicate with parents on a regular basis about how the School prevents and deals with bullying;
- Follow up incidents to check bullying has not started again:
 - two weeks after report
 - the following half term.

Class teachers will:

- Reinforce and model the articles of the UNCRC and use the reward system as stated in the Behaviour Policy;
- Provide a weekly forum in class for discussion;
- Actively teach PHSE;
- Report all incidents of bullying by:
 - investigating as soon as possible
 - recording all details
 - making sure all statements are taken
 - informing Tiggy Mitchell or, if unavailable, a member of the Senior Leadership Team.

Support and lunchtime staff will:

- Reinforce and model the articles of the UNCRC and use the reward system as stated in the Behaviour Policy;

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- Report all incidents of bullying to Tiggy Mitchell or a member of the Senior Leadership Team.

We expect pupils to:

- Follow classroom and playground charters;
- Report any incident of bullying happening to them or to others to an adult in or out of school.

If bullying occurs we will:

- Talk to the children involved separately to find out what has been happening and why and to any witnesses;
- Explain to the child who is bullying why their behaviour is wrong and try to help them to see this for themselves;
- Be clear that bullying is not tolerated at school;
- Expect the child who is bullying to apologise for their actions and to agree to stop their behaviour. We also try to ascertain the reason for the bullying in order to prevent future incidents;
- Tell the parents or carers of the children involved and keep them informed of how the incident is being dealt with and whether the bullying has stopped;
- Use restorative approaches which hold the child who is bullying accountable for their actions and also attempts to rebuild damaged relationships;
- Use formal sanctions, such as keeping children in at lunchtimes or missing a special event. The sanction used will depend on the severity and persistence of the bullying behavior, see sanctions list below;
- Continue to monitor the situation and intervene if the bullying appears to be carrying on or to have started again.

We will also:

- Record all incidents of bullying and prejudice-based language, including race, disability, religion, ethnicity, gender, SEN, homophobic/transphobic, and appearance and describe how they have been dealt with;
- Spend time talking to the child who has been or is being bullied to see if they could benefit from further support such as counselling or from any interventions to help them develop their personal and social skills;
- Address with other children and young people who may have been bystanders, observing or supporting the bullying behaviour, how they could intervene to stop bullying behaviour in future;
- Provide regular training for staff to help identify bullying and work to prevent it happening and to intervene effectively to stop it.

Sanctions can include any or all of the following:

- Reporting to parents (all serious incidents of bullying are reported to the parents of both the child who has been bullied and the one who has done the bullying)
- Removal of privileges
- Internal exclusion
- Fixed term exclusion
- Permanent exclusion.

Interventions:

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- Anti-bullying week is held in school every November in order to raise staff, pupil and parent awareness, revisit key messages and show our support for wider work;
- A weekly forum for discussion around the subjects of bullying, friendship and respect;
- Activities are provided during lunchtime play for children who need support or reassurance. In addition to ensuring pupils have opportunity to engage in positive play, activities provide opportunity for staff to teach social skills and reinforce positive behavior;
- School Council provides members with the opportunity to make a positive contribution to their peers' break-time experiences. Members of School Council look out for children who are left out or upset and then help them find others to play with, or support them to find solutions to their problems;
- Adults working one-to-one with children on a range of intervention or support.

Monitoring:

These procedures are revisited at regular intervals by the Inclusion Leadership Team as a whole, and the School's Governing Board, particularly the Safeguarding Governor. These people ensure effective implementation by:

- checking the incident forms and other record-keeping;
- ensuring all staff are aware of procedures;
- consulting with pupils and parents.

Disseminating the policy

This Anti-Bullying Policy is available:

- on the School website;
- as a paper copy from the School office;
- as part of induction for new staff.

We ensure that the whole school community knows about the policy through the School newsletter, assemblies, staff meetings and other communications.