

# BY BROOK VALLEY CE PRIMARY SCHOOL

## Anti- bullying policy



Last Review Date: September 2024

Ratified By Governors Date: November 2024

Next Review Date: September 2026

Roots to grow, wings to fly  
"They will soar on wings like eagles" Isaiah 40:31

Registered Address: By Brook Valley Academy Trust, The Street, Yatton Keynell, Wiltshire,  
SN14 7BA

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Equal opportunities lie at the heart of all that we do at By Brook Valley Primary CE School. We are committed to ensuring that every member of the school community is given the same chance as any other to access the services and support of the school.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy is designed to meet the needs of all pupils. The policy is designed to be child-centered and to make sure as far as is possible that pupils understand what is happening in their lives, why, and what options are available to them.

## **Our Vision**

***Roots to grow, wings to fly***

***“They will soar on wings like eagles.” Isaiah 40:31***

The roots of our school community, based on our Christian values, nurture, help and support us to grow to be the best versions of ourselves. The wings of faith allow us to soar freely and flourish now and in the future

At By Brook Valley we are committed to creating a positive, safe and caring Christian environment, where all members of the school and wider community will be respected and valued.

We support one another to put down strong roots within our distinctively Christian culture, growing from our core values of hope, honesty, forgiveness and friendship. In this way, we will each be the very best we can be.

This policy should be read and understood from this perspective.

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# Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies, Procedures or Practices</b>	Anti-Bullying policy	Date	September 2024
EIA CARRIED OUT BY:	Jaclyn Cross (for F & E committee)	EIA APPROVED BY:	FGB Sept 2024

Groups that may be affected:

Are there any 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 positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)	Age of pupil may affect their understanding of the issues	Age and stage taken into consideration
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).	Addressed by policy	
Gender Reassignment (transsexual)	Addressed by policy	
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)	Addressed by policy	
Religion or belief (practices of worship, religious or cultural observance, including non-belief)	Addressed by policy	
Gender (male, female)	Addressed by policy	
Sexual orientation (gay, lesbian, bisexual; actual or perceived)	Addressed by policy	

Any adverse impacts are explored in a Full Impact Assessment

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This policy should be read in conjunction with the:

- Equality Information Policy
- Safeguarding and Child Protection Policy
- Positive Behaviour Policy
- RSHE Policy
- SEN Policy
- Online safety policy
- Child on child abuse policy
- Valuing all God's children 2019

Research shows that experiencing bullying can have a significant impact on a child's life well into adulthood. To ensure we are able to prevent bullying, act quickly when it takes place and avoid misidentifying bullying, it is vital that our school has a shared definition of bullying understood by the whole school community including parents, pupils and all staff and governors.

### What is bullying?

Bullying is the **repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.** It can happen face to face or online; short term or is continuous over a longer time period.

In child-speak, we say bullying is unacceptable behaviour which occurs **'Lots of times, on purpose'**

### Bullying behaviour can be:

Physical	pushing, poking, kicking, hitting, biting, pinching etc.
Direct or indirect Verbal	name calling, sarcasm, spreading rumours, threats, teasing, belittling.
Emotional	isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion, making continued false accusations, include the exploitation of others
Sexual	unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
Online /cyber	posting on social media, sharing photos, sending nasty text messages, social exclusion

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Racial or religious	taunts, gestures, graffiti, name- calling
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Under the Equalities Act 2010 the school has a duty to protect certain characteristics: gender, gender identity, age, disability, ethnicity, religion, sexual orientation. If these characteristics become the focus of bullying then separate records will be kept, which will inform the school's monitoring of its duty under the Equalities Act. There is a separate statutory publication 'Equality Information' which deals with this aspect of the school's work.

Learning to understand and manage conflict is an important part of growing up. Bullying is not:

- A falling out
- Occasional disagreements during playtimes.
- Accidental physical contact.
- Reciprocal.

### Prevention

Anti- Bullying is best approached through a constant programme of proactive, preventative and supportive education as well as with procedures for after the event(s). By Brook Valley has a well- developed positive, caring, co-operative ethos, where all children are valued as special and unique. We teach social skills in a conscious and systematic way, using, for example:

- Collective Worship and assemblies
- Discussing bullying in Circle Time, including considering the feelings of both the bully and the victim; discussing what bullying is and what to do if you feel it is happening to you or a friend
- Sharing relevant fiction.
- Role-play situations
- Raising self-esteem of all children
- The school's RSHE and PSHE programmes
- Showing the bully that he or she can satisfy his or her needs through working with others.
- Rewarding non-aggressive behaviour through our Positive Behaviour Policy.
- Using sanctions for aggressive behaviour
- The academy will run an annual anti-bullying week. Each year there is a national anti-bullying week in the autumn. The school's week may or may not coincide with this.
- Cyber-bullying is addressed through our Online Safety Policy, Acceptable Use Policy and is part of the RSHE and computing curriculum
- Anti- bullying weeks
- Working in partnership with outside agencies to support this area of the curriculum.
- Additional pastoral support is available, either from the class teacher or TA or a member of SLT. Additional support is available through our Emotional Literacy Support assistant or our play therapist. This may involve help with social skills or anger management.

At all stages children are empowered to bring the issues out into the open by letting them know what they can and should do and who they need to turn to for support.

### What do we tell pupils to do if they are being bullied at By Brook Valley?

#### Tell someone:

- Your class teacher
- Head teacher

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- Any other member of staff e.g. MDSA, TA, Office staff, volunteer
- A friend; ask your friend to go with you if you are worried about telling a teacher or another adult
- A family member

**Help yourself:**

- Ignore the comments or actions of the bully and if possible tell them to stop
- Walk away from the situation as quickly as possible
- Tell an adult straight away

**Remember:**

- Do not blame yourself for what has happened

**If you see someone being bullied what should you do?**

- Report what you saw or heard straight away Do not join in the bullying behaviour

**What does By Brook Valley do when bullying is reported?**

- When bullying is reported the first thing any member of staff will do is listen to the details given by the pupils concerned (or their parent), then to those given by any witnesses to the incidents and finally to those of the alleged bully. This will enable the member of staff to build up a picture of what took place.
- If the member of staff is a Teaching Assistant or School Meals Supervisor, they will report the incident immediately to the class teacher or Head teacher.
  - Initially, bullying issues will be dealt with by the class teacher(s) although severe or repeated incidents will be referred straight to the Headteacher (or Deputy Headteacher in their absence)
  - The Head teacher will then investigate the incident further.
- In carrying out the investigation, the class teacher or Head teacher will hear the statements, firstly of the bullied pupil, then any witnesses and then the alleged bully. The class teacher and Head teacher will establish if this is an isolated incident of unacceptable behaviour or a bullying incident as defined by this policy.
- If this is an isolated incident of unacceptable behaviour then the class teacher or Head teacher will follow the school's Behaviour Policy guidelines.
- If it is a case of bullying, then the following action will be taken:

**The class teacher or Head teacher will:**

- Speak to each individual on their own, including the bully/bullies
  - Reassure the bullied pupil that he/she was right to report the bullying behaviour and explore with the pupil, ways of dealing with bullying behaviour in the future
  - Help the bully understand more about how the victim is feeling and seek a commitment that they will try to help the victim in some way e.g. Leave them alone in the future, try to be their friend, not spread rumours etc. Explore with the pupil the reasons for their bullying behaviour
  - Bring the bullied pupil and the bully together to talk about the incident. This allows the bully to apologise for the behaviour
  - Explain to both pupils they are unique people in their own right, they are valued as individuals and are equal members of God's family
  - Record the incident and action taken.
  - Maintain a separate record of bullying relating to characteristics protected under equalities legislation.
- The Head teacher will inform the parents of the bullied pupil and those of the bully about the incident and of any actions taken by the school
  - Once parents have been contacted, a clear plan of action will be agreed with parents, the bully and the victim to try and prevent any continuation of the bullying
  - The situation will be closely monitored by the Headteacher and parents will receive regular feedback

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- ix) In the event of persistent bullying further steps may be deemed to be necessary and will be taken in accordance with the specific history of the case
- x) Matters raised will be dealt with according to the school's Restorative Justice approach.
- xi) The following sanctions may be used following a bullying incident:
  - Loss of playtime/ lunchtime
  - In extreme cases of either repeated bullying or violent bullying, the pupil concerned may be excluded following school guidelines
- xii) The class teacher and the Head teacher will monitor the behaviour of the bully.
- xiii) The school will explain to all children involved that it is the behaviour that we dislike, and not the child.

#### **At By Brook Valley Primary School we aim to:**

- Support the victim: recognising their correct behaviour and pledge action to immediately stop the bullying.
- Support the bully: recognising their need for help to break the cycle of unpleasantness they are part of. Involving their parents will be key in dispersing the secrecy that allows bullying to flourish.
- Support the victim's and the bully's parents: recognising their need for clear information and pledging impartial action through a consistent policy based approach.
- Keep both parties informed especially of progress avoiding the "no news is good news" situation

#### **What can parents do to help their child who is being bullied?**

- Listen
- Notice changes in behaviour
- Act straight away and inform school of any concerns
- Allow the school to resolve incidents which occur within school time.
- Not expect the school to resolve incidents which occur out of school hours.
- Reassure and give plenty of hugs
- Praise your child for telling you their concerns
- Be confident
- Help the child feel valued and build their confidence
- Do not encourage retaliation

#### **What can parents do to help their child who has been bullying others?**

- Listen
- Talk calmly
- Make it clear you disapprove of their bullying behaviour
- Work with the school to overcome the behaviour
- Help the child feel valued and build their confidence

#### **Monitoring and Evaluation of the Policy**

- The incident book will be scrutinised, by the Head teacher and Named Governor from Foundation & Ethos committee at least three times annually
  - Patterns of offences, offenders and victims will be looked for
  - Impact of actions in preventing further incidents will be noted
- The number of incidents will be reported to the Governing Body in the HT termly report

#### **The Role of Governors**

The governing body supports the Head teacher in all attempts to eliminate bullying from By Brook Valley CE Primary School.

The governing body is committed to ensuring that bullying does not take place in our academy, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the academy's policy regularly. The Head teacher will deal with and investigate bullying reports in the first instance. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the

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governors on request about the effectiveness of school anti-bullying strategies. Overall figures will be reported, giving the number and type of incidents.

If parents are not happy with investigations and actions put in place by teachers or the Head teacher then they may request to see the Chair of Governors. The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct and inform them of investigations into the case and to report back to a representative of the governing body.

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**Appendix One:**

<b>By Brook Valley CE Primary School Record of Bullying Incident(s)</b>					
<b>Date(s) of incidents:</b>			<b>Time(s) of incidents:</b>		
<b>Reported by:</b>					
<b>Type of incident (Tick all boxes that apply)</b>					
Verbal abuse		Isolation (including being left out or ignored)		Physical abuse	
Having possessions taken/ causing damage to personal property		Cyberbullying (including text messages, emails, social media...)		Being forced to hand over money/ property	
Being forced into something against their will		Spreading rumours/ nasty notes		Other(specify)	
Racial		Religious		Sexual	
<b>Pupil(s) being bullied</b>			<b>Pupil(s) who have bullied</b>		
<b>Name:</b>	<b>DOB:</b>	<b>Year group:</b>	<b>Name:</b>	<b>DOB:</b>	<b>Year group:</b>
<b>Description of incident(s)</b>					
<b>What happened?</b>					
<b>Actions suggested by the person who logged the incident</b>					
<b>Actions taken: Refer to the school anti- bullying policy, positivebehaviour &amp; safeguarding policies</b>					
<b>Have the parents/ carers of the pupil(s) who was bullied been notified and the actions taken?</b>					

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**Have the parents/ carers of the pupil(s) who bullied been notified and the actions taken?**

**Has the issue been resolved, if so how?**

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**Appendix Two:**

<b>By Brook Valley CE Primary School Bullying Accusation Resolution Meeting</b>		
<b>Date and time of meeting:</b>		
<b>In attendance:</b>		
<b>Accuser Name:</b>		<b>Year:</b>
<b>Accused Name:</b>		<b>Year:</b>
<b>Brief overview of the accusations/concerns:</b>		
<b>Thoughts/responses from the accused:</b>		
<b>Moving forwards</b>		
.....agrees to	.....agrees to	
<b>The school agrees to:</b>		
<b>SIGNED:</b>		
<b>Accuser Parent:</b>	<b>Accuser Child:</b>	
<b>Accused Parent:</b>	<b>Accused Child:</b>	

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