



Rights Respecting School

Anti-bullying Policy

Balfour Primary School

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RRS Anti-Bullying Policy

1. Introduction

“Bullying breaks children down. It is shameful, humiliating and frightening, and young people often feel powerless to stop it” (Childline)

“All organisations, concerned with children, for example, schools and the health service should work towards what is best for the child” Article 3, United Nations Convention on the Rights of the Child

Balfour Primary School is a values-led, Unicef Rights Respecting School. Our values and rights underpin this whole school policy and we believe that this approach will promote positive behaviour and develop successful, responsible citizens for the future.

Article 28 ‘Children have a right to a primary education. Discipline in school should respect children’s human dignity’.

Article 31 ‘All children have a right to relax and play and to join in with a wide range of activities.’

‘Children have a right to be protected from conflict, cruelty exploitation and neglect, then they also have a responsibility not to bully or harm each other’

UNICEF Children’s Rights and Responsibilities

2. Objectives

- All governors, teaching and non-teaching staff, children and families should have an understanding of what bullying is and how to prevent it.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying behaviour is reported.
- All children and families should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Children and families should be assured that they will be supported when bullying behaviour is reported.
- Bullying will not be tolerated.

All children and staff have the right to feel safe at Balfour (Article 19 Whole School Charter)

3. Introduction

(Please read in conjunction with the RRS Behaviour Policy)

Balfour Primary School is committed to providing a caring, friendly and safe environment for all of our school community so that learning can take place in a relaxed and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying behaviours do occur, all children should be able to tell an adult and trust that incidents will be dealt with promptly and effectively. We are a **TELLING** school.

This means that anyone who knows that bullying behaviour is happening is expected to tell staff.

- Our aim is to ensure that all children learn in a supportive, caring and safe environment without fear of being bullied.



- Bullying behaviour is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated.
- Only when all issues of bullying behaviour are addressed will children be able to fully benefit from the opportunities available at school and reach their full potential.
- We will work in partnership with our children, staff and families to promote awareness, understanding and mutual respect amongst children and to create strategies for preventing and responding appropriately to bullying and harassment.

There are considerable benefits to tackling bullying effectively included improved:

- School ethos, with a strong emphasis on the rights and responsibilities of all pupils
- Children's self esteem
- Standards of behaviour
- Safety of young people
- Attendance
- Partnerships, communication and trust with all parties

4. What is Bullying?

Bullying is the use of repeated aggression with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying behaviours can be:

- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Physical: pushing, kicking, hitting, punching or any use of violence
- Racist: racial taunts, graffiti, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focusing on the issue of sexuality
- Verbal: name-calling, sarcasm, spreading rumours, teasing
- Cyber: All areas of the internet, social media such as email and internet chat room misuse.
- Mobile threats by text messaging and calls.
- Misuse of associated technology i.e. camera and video facilities

Signs and Symptoms

A child may indicate by signs or behaviour that they are being bullied.

Adults should be aware of these possible signs and they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Starts stammering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to underperform in school work



- Comes home with clothes torn or books damaged
- Has possessions which are damaged or “go missing”
- Asks for money or starts stealing money
- Has dinner or other money continually “lost”
- Has unexplained cuts and/or bruises
- Comes home hungry (money/lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and/or suddenly stops looking when messages are received

These signs could indicate other problems but **bullying** should be considered a possibility and should be investigated.

Why is it important to respond to bullying?

As members of the Balfour Primary School community we have all agreed to the values and rights that constitute our Rights Respecting Whole School Charter and to our class charters. We have agreed to treat each other with respect and take responsibility for treating others as we would like to be treated. Bullying behaviour goes against our values and rights and is unacceptable. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Children who are using bullying behaviours towards others need to learn different ways of behaving.

We have a responsibility to respond promptly and effectively to issues of bullying behaviour.

5. Dealing with Bullying behaviour Incidents

Reporting Incidents

Once a child or parent/carer has reported an incident then an investigation needs to take place. The class teacher, member of the SMT/SLT or the member of staff on duty may undertake the investigation, which needs to be thorough and sensitive, and should consider all the information given by those who witnessed the alleged incident, including the victim and child/children using bullying behaviours. They should ensure that the following are taken into account:

- Age of those involved
- Persistence/repetition of incidents
- Knowledge of individuals
- Level of distress caused
- Context of the incident

It is important that the member of staff investigating the incident ensures that the child/children involved understand the limits of confidentiality. Factual notes should be taken and passed on to the



class teacher and Year Leader so that there is a record of the incident. These should be recorded on CPOMS with the appropriate members of staff notified of the incident. This will ensure that if there are further incidents they are monitored and dealt with effectively.

Following the investigation a decision needs to be taken as to whether the incident is bullying. If it is, a Bullying Report Form needs to be completed and uploaded onto CPOMS. A copy of the Bullying Report Form is given in the Appendix. Sanctions will be in line with the school RRS Behaviour Policy. Acts of bullying may receive a Yellow Light.

The Bullying Report Forms and information on CPOMS will allow a record of the incident to be kept and patterns of behaviour to be monitored. If it is deemed a Yellow Light incident, then parents will be contacted and informed. School and families will need to work closely together to ensure the situation is monitored and positive change brought about, usually through a personal plan individual to the needs of the child/children. This will be evaluated by staff concerned e.g. class teacher/Year Leader/Executive Inclusion Manager/Assistant Heads/Deputy Heads/Headteacher on an ongoing basis and appropriate changes/action be taken. A copy of the completed Bullying Report Form should be uploaded onto CPOMS. The Deputy Head sends a report to the LA relating to Bullying and Prejudice-Based Incidents termly.

Summary of Procedures

1. Report bullying behaviour incidents to staff
2. Staff will talk to the child/children who feel they have been bullied.
3. Staff will talk to child/children involved in the alleged bullying behaviour/s.
4. Staff will record the incident on CPOMS and if deemed to be bullying, complete a Bullying Report Form and communicate incident to the SLT
5. Bullying Report Form uploaded onto CPOMS
6. Parents to be informed by SLT.
7. Suitable and agreed support for child/children involved

Outcomes

1. The child/children using bullying behaviours may receive a yellow light
2. In serious cases, suspension or even exclusion will be considered
3. If possible, Restorative Justice will be used to reconcile the children involved.
4. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Checklist to support investigations

- Who was involved?
- In what way did the victim suffer?
- How did the incident start?
- What is alleged to have happened from the perspective of all involved?
- When and where did the incident take place?
- Who witnessed the incident?
- Who reported it and when?
- Any reason for considering this to be bullying behaviour?
- To what extent did the incident affect others?
- What was the response of the victim(s)?



- What does (do) the victim(s) wish to see resulting from the investigation?

Support for the victim is essential immediately following the incident and during an agreed period of review. This support would normally be accessed by the class teacher or identified member of staff, working in conjunction with relevant individuals/agencies (if required).

6. Whole School Approach

Within the values and Rights Respecting School approach all children and adults should work together to create an environment where bullying is not tolerated. All adults should raise awareness of the need not to give the child/children using the bullying behaviour an audience and that bystanders can actively help the victim and prevent bullying behaviours. This can be done by reporting the bullying behaviour to a member of staff, using the class talk boxes and encouraging the victim to report the incident.

The Headteacher, Deputy Heads, Assistant Heads, Executive INCO or member of the Senior Management Team, should monitor and record incidents using CPOMS and Bullying Report Forms to ensure patterns of behaviour are recognised and measures put in place to respond promptly and appropriately.

Analysis of the behaviour data will take place each half term to look for trends and patterns of behaviour. Information gained from this activity will help inform pupil need, but also identify training needs for staff.

Prevention

We use a number of learning activities to prevent bullying behaviours. These may include:

- Social Responsibility Curriculum (introduced September 2020)
- Peer support – Y6 Prefects/play leaders
- Anti-bullying week
- Safe & Well at School Survey (bi-annual survey for Y4-6).
- Circle of friends
- Assemblies which reflect our learning and our aims with regard to bullying
- Activities and pupil conferencing led by our Rights Respecting Champions (RRS Champions)
- School environment- signposting where children can receive help/support and advice
- Employ the skills of a learning mentor to support victims of bullying behaviour and those who have bullied.
- Vulnerable children are discussed as part of all meetings that take place in school at SLT/SMT and Year group meetings.

Anti-bullying Awareness Afternoon

As part of our planned PSHE&C and SEAL programmes, each year group undertakes a unit of work on bullying during the year. In addition to this work, we hold an anti-bullying awareness afternoon in the second half of the Autumn Term, with the aim of raising the profile of the school's commitment to anti-bullying work and to facilitate the children's exploration and understanding of bullying, and by identifying positive strategies for themselves and their peers.

To strengthen and support this work we also take part in Brighton & Hove's "Safe and Well at School" survey. This is a questionnaire that is undertaken by children, from year groups 4, 5 and 6, and



completed online. The information is then analysed and sent back to the school, identifying types and incidents of bullying behaviour, where they took place, and who was told about them. This survey is carried out biannually, and the results analysed and fed back to the children (via the Pupil Parliament), staff, governors and parents. In order to gauge the views of children in KS1 we will carry out the SEAL Safe at School Survey in November 2020. This analysis will enable us, along with our own systems of the monitoring of bullying incidents, to ensure that our procedures for the reporting of, and dealing with incidents of bullying are improving.

Assemblies

Anti-bullying assemblies will be included as a regular feature to ensure that the message is given to children. There will be an emphasis on our whole school values and how everyone's rights need to be respected at all times. This learning will be part of the Social Responsibility and PSHE/SEAL curriculum.

Anti-bullying Posters and leaflets

The RRS Champions have developed a whole school Anti-bullying poster, which is child friendly and uses Communicate in Print to ensure that all children can access it. These are displayed in every classroom for easy reference. Leaflets, based on the poster, are also sent out to families during National Anti-bullying Week every November to ensure key messages are communicated and understood by the school community.

Bullying Map

The RRS Champions will carry out the mapping activity with their classes (KS2) in order to give us valuable feedback on where they feel safe/unsafe in the school (task to be teacher-led in KS1). In small groups all the children will be asked to colour in a map of the school using three colours.

- Green if they felt safe in this area of the school
- Orange if they sometimes felt unsafe
- Red if they felt unsafe or in danger in this area of the school

The mapping activity will be carried out across the school in November during National Anti-bullying Week. The results will be collated and a report written. This will be fed back to RRS Champions and will inform where adults are placed around the school during break/lunchtimes to ensure that children feel safe at school at all times.

Talk Box

Every KS2 classroom will have a Talk Box into which children can place a reporting slip to report an incident of bullying to the class teacher.

A victim can report an incident of bullying using the Talk Box, but importantly a witness of an incident of bullying behaviour can also complete a reporting slip allowing them to play an active bystander or defender role in a non-threatening way. The teacher will be responsible for checking the Talk box on a regular basis.

Parents have access to staff emails via the school website so that they can contact them if they have concerns about bullying behaviour. Parents often find it hard to report incidents because children don't want them to tell. This offers another method for reporting bullying incidents. Alternatively they can make an appointment to see a teacher to discuss the incident.



Reporting Slips

The reporting slips have been designed using ideas suggested by the children. The aim is to make them easy to complete so that poor reading or writing skills does not disadvantage any child. They aim to record the main details. They can then also be kept as a record for monitoring purposes. An example of the recording slip is given in the Appendix.

These initiatives are intended to help children and parents report incidents of bullying so they can be dealt with as quickly as possible. Once an incident of bullying is reported it is important to take action and monitor the situation.

All of these initiatives will be monitored on an annual basis through professional development meetings and RRS Champion meeting to evaluate the success of each initiative and how they can be developed further or modified to meet the changing needs of the children at the school.

Recording CPOMS/Pastoral Files

The school uses CPOMS- a secure information sharing system, which enables all class teachers, SMT and SLT to record incidents and share information with appropriate members of staff within the school and with outside agencies.

Parental Involvement

Parents and carers have an important part to play in assisting schools in dealing with bullying behaviour and harassment. Regular awareness raising and training should be available to parents.

The RRS Anti-bullying Policy will be shared with parents on the school website and at the Parent Forum meeting.

Monitoring and Review

This policy is monitored on a yearly basis by the Headteacher and Senior Leadership Team, together with involvement of the children through the Rights Respecting Champions, who will report to governors on the effectiveness of the policy.

This policy is the responsibility of the governors who review its effectiveness annually. They do this by examining reported incidents of bullying and by discussion with the Headteachers. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Agreed by the RRS Champions on:

To be reviewed by December 2020.



Appendix 1 - Reporting Slip for children to complete

Name:			
Has someone been unkind to you?	Yes		No
If no, have you seen someone else being unkind?			
Has this happened before?			
Where did it happen?			
Classroom		Toilets	
Hall		Playground	
Field		Cloakroom	
Has it happened before?	Yes		No
What kind of behaviour was it?			
Physical		Verbal	Emotional
E.g. hitting, punching		E.g. name calling	E.g. hiding things



Appendix 2 – Incident Report Form for staff to complete



Bullying/Incident report

Name, age and class of target(s)*: _____

**some incidents may not have a target*

Name, age and class of perpetrator(s): _____

Risk Assessment screening questions

- Is the victim unsafe? (if not, consider immediate response)
- Is the victim vulnerable or especially upset?
- Has the victim experienced this prejudice-based incident or prejudice-based bullying before?
- Has the reported incident(s) had an impact on the wellbeing of the victim? Or on a group of individuals such as a family?

If the answer to any of these is yes offer a referral to the Community Safety Casework Team or the Police.

Please give a description of the bullying / incident reported

Actions including contact with parents / carers (taken at time of report and agreed for the future and including any support provided for target of bullying / incidents) and any referrals:

Restorative approaches used? Yes / No

Follow-up

Report form completed by: _____ Date of report: _____

Date recorded on CPOMS: _____