Anti-Bullying Policy

Introduction

At Burton Road Primary School, we are committed to ensuring that a distinct message is sent out - that bullying of any nature will not be tolerated and any related incidents will be taken seriously. Children will be listened to and their worries will be addressed. This policy provides clear procedures for the reporting and tackling of bullying incidents and follows local authority guidance. Burton Road Primary School recognises all children should feel safe and happy at school and that children with specific disabilities or health needs may need additional arrangements to ensure they feel fully supported and that their views are listened to. The school communicates the standards of behaviour expected through the implementation of the Golden Values, which are displayed, and referred to, across school. More details on the Golden Values can be found in the school's behaviour policy. The school's view on bullying is also outlined in the home / school agreement which is signed by all parents and pupils and represents their commitment to its contents. This policy outlines the procedures to follow when these standards of behaviour are not met.

Definition of Bullying:

At Burton Road, we consider bullying to be any behaviour or action by an individual or group **repeated over time** which:

- Deliberately causes hurt, whether physical or emotional, including aggression
- Repeated, often over a period of time
- Reflect an abuse of power
- Difficult for victims to defend themselves against

Types of bullying:

Emotional - Being unfriendly, excluding, tormenting, threatening behaviour
Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
Physical - pushing, kicking, hitting, punching or any use of violence
Extortion - demanding money/ goods with threats
Online - use of social media, messaging and calls. Misuse of associated technology e.g. photos and videos
Racist - racial taunts, graffiti, gestures
Sexual - unwanted physical contact, sexually abusive comments
Homophobic or biphobic - bullying because of sexuality or perceived sexuality
Transphobic - because of gender or perceived gender identity

It is **NOT** Bullying behaviour when:

Children and young people of a similar age and size find themselves in conflict, disagreeing, arguing or even fighting, without imbalance of power or use of intimidation.

Examples include:

- Teasing between friends without intention to hurt
- Falling out after a quarrel
- Behaviour that all parties have consented to and enjoy

Conflict or disagreement between friends or peers, whilst upsetting, is not bulling behaviour. However, it is recognized that unresolved disagreements and failure to manage anger and resentment can escalate when one party constantly retaliates and therefore this type of behavior will be dealt with at an early stage.

Reporting Bullying

Children are encouraged to talk to staff when they are unhappy or have worries. All children should understand that they have a right to feel and be safe and have a responsibility to one another to feel safe.

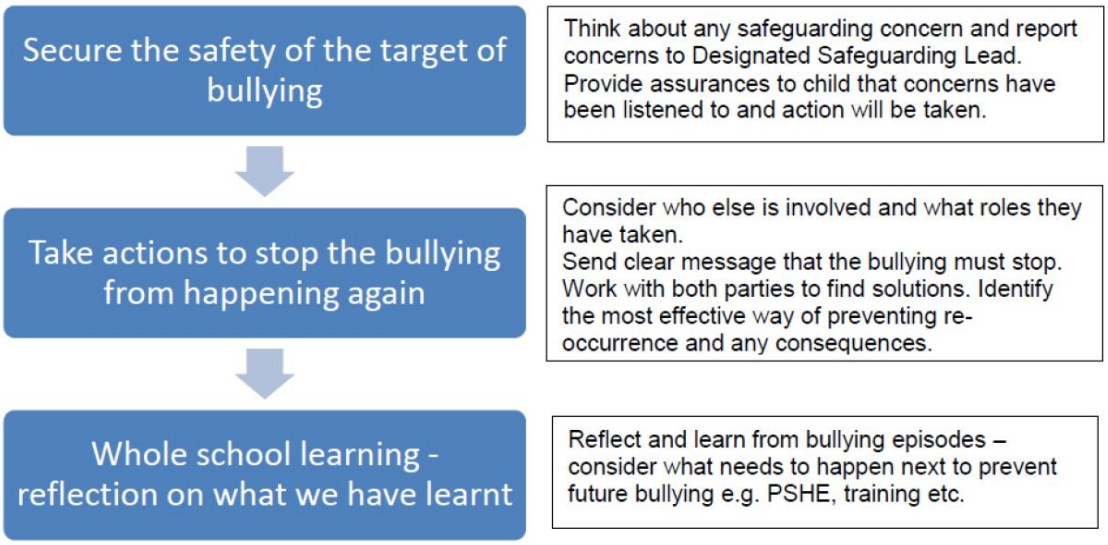
Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher / TA

Each class has a 'worry box' where children can report their concerns if they do not feel confident to speak to an adult.

Parents are also encouraged to report concerns and bullying to class teachers.
All allegations of bullying are recorded on the schools CPOMs system and forwarded to the Headteacher to investigate. A register is created from this.

Responding to Bullying



COMMUNICATION WITH PARENTS

Frequent more serious behaviour, hurting other children, harassment, vandalism, disrespect to adults, bad language, leaving school would be dealt with by:-

1. Verbal communication with parents at the end of the day or by telephone. A record will be kept on the CPOMs system.
2. Home / school liaison may be set up through daily verbal reports, daily report books, weekly reports.
3. If there is no improvement a letter would be sent to parents inviting them formally to a meeting with the class teacher, Deputy or Head Teacher and possibly the SENCO, where strategies or sanctions would be brought into place.
4. If the child's behaviour does not improve then a further meeting will be called for and input from outside agencies may be requested if required. Each case will be treated on its individual merits.
5. Where the child's behaviour affects the teacher's ability to teach and the other children's ability to learn or threatens the safety of adults or children, then the next stage may involve removal from the classroom or a short-term exclusion while the school secures support from outside agencies.
6. The last stage would be longer fixed-term exclusion or as a last resort a permanent exclusion. There are clearly laid out authority guidelines for the implementation of any exclusion order.