Blakesley Hall Primary School

Anti-bullying Policy and Information for parents

Our Vision:

"Everyone aspires to take their learning further. We are a school where pupils love learning and what they learn here enables them to face the challenges of life with confidence."

Our Values:

"Respect, Perseverance, Care, Honesty, Unity, Appreciation"

Our Ethos:

"Safe, Secure and Successful - everyone in school doing and being their very best, connected as a community of learners. Everyone celebrating and creating their unique cultural legacy."

Safe:
We aim to take all reasonable steps to ensure the physical safety of the school community.
Secure:
We aim to make the school an emotionally supportive environment for all.
Successful:
We aim to enable all members of the school community to achieve their individual academic potential.

The staff and Governing Body of Blakesley Hall Primary School recognise their responsibility to ensure effective strategies are in place to tackle any incidents of bullying.

Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good teaching and learning environment.

We aim to promote harmony by developing the values of mutual respect, self-discipline and social responsibility whilst preventing prejudice and discrimination.

We strive continuously to reduce the incidence and likelihood of bullying occurring. Our school:

- **Listens** – we do not make assumptions. We provide a quiet, confidential space, ask questions and have a team of Learning Mentors available throughout the day for if a child has any worries.
- **Includes all** – all pupils, including those with SEND are included, valued and participate fully in all aspects of school life.
- **Respects** – our curriculum and behaviour policy promotes respect for all. We also have targeted units of work promoting this in our half term focused on 'Respect'.
- **Challenges** – we address incidences as they occur. All incidents are taken with the seriousness they require. Disablist language is taken as seriously as homophobic, racist, derogatory religious and gender comments.
- **Celebrates differences** – difference is actively and visibly celebrated and welcome across the whole school.
- **Understands** – as a school, we regularly discuss what is and is not bullying. We promote messages of how children should interact and work with each other but understand that at times, children need support with their friendships and relationships. Children and staff know the difference between bullying and friendship issues and support is provided as necessary.
- **Believes** – all pupils, including those with SEND and their parents are allowed to discuss their feelings and points of view, they are listened to and taken seriously when reporting incidents of bullying.
- **Reports bullying** – all children and their parents understand how to report incidents of bullying and the people to help them deal with it.
- **Takes action** – we respond quickly to all incidents of bullying. Incidents are investigated promptly and an action plan put in place if bullying is occurring. The pastoral team are informed and both victim(s) and perpetrator(s) are supported through the process. Parents are kept informed of actions and support continues until the victim(s) and parents agree that issues have been resolved.

Anti-Bullying Aims

- To ensure that our school is a calm, happy and safe community for all.
- To recognise that everyone is a part of our school community and that no-one should be made to feel sad or excluded.
- To encourage a 'talking school' where children are given a safe space to discuss issues that worry them, including bullying.
- To raise awareness of the impact of bullying on mental health.
- To understand the different roles of bullying as a group behaviour and identify how we support these individuals.
- To work closely with parents and keep them informed of actions and outcomes when matters are raised.
- To recognise that children with SEND are more at risk of bullying and put in place procedures and support to prevent this.

The Pastoral Team

At Blakesley, we have a team of staff who support children with a variety of needs including their emotional health and their friendship problems.

Mrs. A. Smith – Assistant Head Teacher for Behaviour
Mrs P. Key – Assistant Head Teacher for Safeguarding
Mrs M. Webbe – SENCO and Inclusion
Tina Bates – Senior Learning Mentor
Nikki Poyser – Learning Mentor
Leannne McCreedy - Learning Mentor

Every day, Learning Mentors are available during playtimes and lunchtimes. They support children with their interactions with others and children are advised to seek out Learning Mentors when they are having any difficulties.

Every day the Learning Mentors' Room is open to children during the lunchtime. This room is managed by a Learning Mentor and is a quiet room where children can go to if they find it difficult to be outside for the long lunchtime. In the Pastoral Room, the Learning Mentor also develops children's social skills by playing games involving turn taking and cooperation.

Learning Mentors also carry out 1-1 sessions with children who need emotional support and are experiencing difficulties. They see children on a regular basis and work with groups of children on improving friendships and resolving difficulties.

What is bullying?

As defined by the Anti-bullying alliance (ABA) - bullying is:
'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'.

There are different types of bullying behaviours:

- Physical aggression such as hitting, kicking, taking or damaging possessions.
- Verbal aggression such as name calling, threatening comments, insults, teasing, or sending notes.
- Indirect social exclusion such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Bullying includes any manipulative behaviour that affects another child's emotions. It is a **purposeful** action to hurt, upset or exclude another child/group of children. When this happens **several times on purpose**, the actions become of a bullying nature.

Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and Learning Mentors will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues and will receive regular support from Learning Mentors.

What is Cyber Bullying

As defined by the Anti-bullying alliance (ABA) – cyber bullying is:
Online bullying (often referred to as cyberbullying) is any form of bullying that is carried out through the use of electronic media devices, such as computers, laptops, smartphones, tablets, or gaming consoles.

Cyberbullying can include:
- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

Different types of bullying:

Types of bullying	What it looks like in school.	How we aim to prevent this.	How we deal with this.
Homophobic, biphobic, transgender	Comments - 'You're gay' 'You love her- you're a lesbian'	• The school curriculum promotes a balance of gender role models. • Using famous people as role models and discussing their accomplishments.	• Incidents logged • Children individually addressed by class teacher. • Parents informed • Bullying plan if needed.
Gender	• Comments – 'You run like a girl' 'Man up' 'You're crying like a baby girl' • Children leaving others out because they are a boy/girl.	• The school curriculum promotes a balance of gender role models. • No assumptions that only boys are physically strong - girls are used to help carry items • Boys encouraged to show emotions and play with a range of toys.	• Children individually addressed by class teacher. • Bullying plan if needed.
Race and faith	• Refusing to play with a child of a different religion. • Name calling • Forcing individual beliefs onto others and making them feel bad – eg telling someone else they are a 'bad Muslim' if they do not fast.	• School ethos and values celebrates differences and accepts all. • Teaching children of all faiths and religions and developing community spirit. • Recognising and celebrating with others during religious festivals. • Assemblies, school curriculum.	• Parents are informed of any derogatory comments made regarding to race and faith – victim and perpetrator • Incidences are logged and monitored for repeat offenders – formal meeting with parents then instigated. • Questions asked as to where the belief stems from. • Bullying plan if needed.

Special educational needs and disabilities.	• Teasing children for their work • Excluding children from play • Name calling • Using disablist language	• School ethos and values celebrates differences and accepts all. • Assemblies, school curriculum.	• Individuals and parents spoken to. • Children given the opportunity to 'make it right' • Work with the perpetrator to develop understanding and empathy • Bullying plan if needed.

Procedures

Parents' concerns

If parents have any concerns over incidents at school pertaining to friendship issues or acts that could be perceived as bullying, they should talk to their child's class teacher at the first sign of any concern. The class teacher and teaching assistant will work with the children involved in order to resolve the issues. If the issues are complex, Learning Mentors may also be asked to support the children at this point.

If after 2 weeks, the issues have not improved considerably, parents are then encouraged to speak to the Phase Leader. The Phase Leader will hold meetings with the children and try to work on different solutions.

If the issue continues to persist and is causing the child a great deal of distress or is of a serious nature, parents are encouraged to speak to a member of SLT.

Children's concerns

Some children may find it difficult to tell adults if they are experiencing bullying. Our school curriculum aims to give children the confidence to speak out if something is wrong. Children are encouraged to 'Make a noise against bullying'. We have posters in class and around school reminding children of what they can do if they are concerned about themselves or others. There are a team of Learning Mentors available daily on the playground at break times and lunch times to support children

School response to bullying

As soon as we identify a bullying problem or as soon as the bullying problem is brought to attention, we aim to stop the bullying scenario and support the children involved. We write a Bullying Plan (Appendix A), log the incident and we follow a package of support (Appendix B) where we help all of the children involved. The support will vary depending on the needs of the children involved. For example – the perpetrator will need support and help to change his or her behaviour and we need to help him/her realise the depth of emotional, psychological and physical harm they may be inflicting. The victim may need help and support to be more self-confident and to build on their self-esteem. We may also have to work on supporting him/her build strong, positive friendships with other children. If the victim would benefit from more intensive emotional support, we can refer the child to our Malachi worker who will work 1-1 with the child for a number of weeks. We can also signpost parents to further support from other outside agencies if it is felt that it is needed.

If the bullying behaviour persists, the school will follow steps outlined in the Behaviour Policy. We want to assure parents and children of our willingness and commitment to helping to prevent bullying at this school.

Our rejection of all forms of bullying and racism is a common thread, which is embraced through the school's ethos and values and is also supported by the Positive Behaviour policy and Safeguarding Policy.

(Appendix A) Bullying Plan

BLAKESLEY HALL PRIMARY SCHOOL – ANTI-BULLYING RESPONSE FORM

Name of perpetrator (2):   Class(es):

Name of child(ren) affected: Class(es):

Issues (Include dates and initial data)	
Initiatives (Include dates and lead persons)	Impact (Include dates and initial data)

End outcomes	
Parent Comments – perpetrator(s)	Child(ren) comments – perpetrator(s)
Parent Comment – victim(s)	Child(ren) comments – victim(s)

(Appendix B) - Package of Support

Need	Intervention	Lead Person
Bullying Plan **(Perpetrator & Victim.)**	• Meeting with all parents. • Bullying Plan shared.	Behaviour Leader and Phase Leader and Learning Mentor
	• Weekly contact with parents for 3 weeks.	Phase Leader/Learning Mentor
	• Monitor & support during lunchtime/playtime.	Learning Mentor
	• Daily check in for 3 weeks & then reducing over time for 6 weeks.	Learning Mentor
	• 1-1 20 min session weekly (for 3 weeks initially)	Learning Mentor
	• Plan review with children and parents after 6 weeks.	Inclusion Leader/Learning Mentor and Phase Leader

Policy agreed – July 2023 to be review July 2025