



Anti-Bullying Policy

January

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1. Introduction

At Bloemfontein Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

At Bloemfontein Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care.

As a school we are passionate about providing a safe and secure environment where all children can thrive and learn without anxiety.

This policy links to and supports the following policies:

- Child Protection within Safeguarding Policy
- The school's Vision, Aims and Values
- Online Safety Policy
- Behaviour Policy
- Sex and Relationships Policy

It is the responsibility of the governing body and the headteacher to ensure that all members of the school community work within a safe and enabling environment. We value pupils developing respect for each other and actively encourage pupils to communicate how they are feeling and listening to others.

2. Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment for all pupils. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment. At Bloemfontein Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons.

3. Definition of bullying

DFE guidance (2017) <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> states that "Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which



takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally. Bullying is not a single or occasional incident or an argument between friends. These are examples of unkind or inappropriate behaviour and we also take action to address this, however, it is important that these issues are not called bullying. The STOP acronym is a simple and powerful method of explaining this difference to children:

Several
Times
On
Purpose

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts and 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
- Online – via a range of online mediums
- Peer on Peer Abuse (KCSIE 2020) – this can involve cyberbullying, sexual violence, up-skirting, sexual harassment and sexting

4. Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including children with Special Educational Needs. Staff are mindful of this and seek to record incidences that relate to vulnerable children on our CPOMS system in order to ensure early intervention and identification.

5. Bullying Prevention

Preventing and raising awareness of bullying is an essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out or a one-off argument.

Pupils are taught to tell an adult in school if they are concerned that someone is being bullied.

Our school rules and expectations are regularly promoted in assemblies and displayed throughout the school. Through pupils following these rules, and staff reinforcing them, bullying should be significantly reduced. Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. The two golden rules of 'be kind' and 'show respect' are intrinsically linked to a positive culture of anti-bullying.



6. Responding to Bullying

All cases of alleged bullying should be reported to the headteacher/deputy headteacher or senior member of staff.

In any case of alleged bullying, either the class teacher, the headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate.

If the allegation of bullying is upheld, the headteacher (or senior leader) should seek to use a restorative approach with the perpetrator(s) and victim(s) together. The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded on CPOMS and monitored by staff. Parents of both parties should be informed. If the situation does not improve, the headteacher (or senior leader) should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the pupils involved. Any further incidents should lead to intervention (e.g. through outside agencies), further monitoring, support and sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped.

7. Signs of Bullying

Staff should be vigilant in looking out for signs of bullying including if a pupil:

- Is frightened of making the journey to or from school
- Changes their usual routine
- Is unwilling to attend school
- Begins to truant
- Becomes withdrawn, anxious, or lacking in confidence
- Starts stammering
- Attempts or threatens suicide
- Frequently reports they feel ill (where no known cause of illness is known or detected)
- Begins to do poorly in school work
- Attends school in clothes torn or with damaged equipment
- Has possessions which are damaged or 'go missing'
- Has unexplained cuts or bruises
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened when questioned to say what is wrong
- Gives improbable excuses for any of the above

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



8. The role of Parents

If you suspect your child is being bullied, please inform the school at once. We will investigate and respond to parents, discussing our findings. If your child has taken part in bullying behaviour, we would appreciate your support in dealing with this.

9. The role of Governors

The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

10. The role of the Head Teacher

It is the role of the head teacher to implement the school anti-bullying policy and to ensure that all staff are aware of how to identify and deal with incidents of bullying.

The head teacher ensures that all children know bullying is wrong and that it is unacceptable behaviour.

The head teacher ensures that all staff receive sufficient information and training to be equipped with all incidents of bullying.

The head teacher sets the school climate of working together, taking care of each other and reminding children that: "we are all friends at Bloemfontein". When children feel they are important, valued and are part of a welcoming, friendly school community, bullying is far less likely to be part of their behaviour.

11. Monitoring

This policy is monitored regularly by the Senior Leadership Team and Governors.

12. Review

Policy to be reviewed January 2023 or sooner if required

