



Doc. Ref: **BerkeleyPrimary-2-001**
Page No.: **1**
Doc. Date: **Autumn Term 2021**

Commercial
Uncontrolled if Printed

Anti-Bullying Policy

Written by	Natalie Lawday
Verified by	The Head Teacher
Approved by	School Development Board
Review Date	Autumn Term 2023



Bullying is when someone deliberately hurts another either physically or emotionally by making them feel unhappy. Bullying behaviour is repeated and difficult to defend against.

At Berkeley 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.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advances equality of opportunity between people who share a protected characteristic and people who do not share it
- Fosters good relations between people who share a protected characteristic and people who do not share it.

At Berkeley 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.

This policy is closely linked to our:

- Behaviour Policy
 - Child Protection and Safeguarding Policy
 - School's vision, Aims and Values.
-



Aim of the policy

We aim for Berkeley Primary School to be a place where pupils and staff feel happy, secure and confident in all aspects of school life.

- To ensure everyone knows what is meant by bullying and how it affects lives.
- To create an environment where all individuals can participate in the life of the school.
- To support and guide pupils and staff to enable them to feel confident to manage conflict.
- To ensure parents are aware of the school policy and feel confident about procedures to be followed if they suspect their child is being bullied.
- To ensure pupils know what to do if they feel they are being bullied

Our aim is to create and provide a happy, secure and safe environment for our Berkeley community.

- We encourage our pupils and staff to be caring and respectful to each other.
- We support our pupils in developing the skills to become reflective about their behaviour and the impact it has on others.
- The language we use is polite, inclusive and respectful of our diverse backgrounds.

Definitions – What is bullying?

- Bullying is when someone deliberately hurts another or makes them feel unhappy. Bullying behaviour will be repeated and be difficult to defend against. .

Several Times and On Purpose = STOP

- As a staff we feel that bullying is when a child, group of children or an adult persistently manipulates and/or intimidates, either verbally or physically another child or group of children. An individual who watches as an onlooker and who does not act in a positive way to stop the bullying is condoning the behaviour. Although the onlooker may not be fully implicated in the action, as a school we feel that it is unacceptable. We will work to ensure that safety of the person hurt physically or mentally and do our best to support improved behaviour from the person(s) displaying bullying behaviour.
-



- The law empowers the Headteacher of a school to regulate the behaviour of pupils when they are off the school site (which is particularly pertinent to cyber bullying) and empowers members of the school staff to impose disciplinary penalties for inappropriate behaviour.

Types of bullying

Types of bullying	Aspect
Physical	An unprovoked assault on a person or group or their belongings including pushing, kicking, hitting, pinching and extortion.
Psychological	Reduction of a person's self-esteem or confidence through threatening behaviour, mocking them, taunting or teasing them about any feature of their lives which can be used to wound them.
Social	Ostracism or rejection by a peer group
Verbal	Using language in a derogatory or offensive manner, such as name-calling, sarcasm, persistent teasing, name calling, insults.
Homophobic	Behaviour based on a dislike or fear of someone who is lesbian, gay or bisexual. It may involve passive resentment of lesbian, gay and bisexual young people or active victimization. It can also affect anyone who is perceived to be homosexual
Racist	Insulting language/gestures based on a person's actual or perceived ethnic origin or faith, name-calling, graffiti or racially motivated violence.
Religious	Treating people badly because of their religious background or beliefs, saying bad things about a religious background or belief, calling someone names or telling jokes based on his or her religious beliefs.
Disability or learning	Includes behaviours such as leaving someone out or treating them badly because of a disability or difficulty, making someone feel uncomfortable



difficulties (SEND)	because of a disability or difficulty, or making hurtful comments or jokes.
Sexual	Sexually insulting languages/gestures, name-calling, graffiti, unwanted physical contact.
Cyber	The use of information communications technologies, particularly mobile phones and the internet, deliberately used to upset someone else. An Acceptable Use Policy referencing responsible use of IT networks and equipment, including VLE, and the use of mobile phones has been established at Berkeley Primary
Indirect	Excluding or blanking-, spreading gossip, graffiti defacing or damaging property.
other	For example, bullying that occurs outside of school or with vulnerable groups of children and young people such as those with special educational needs or able and talented.

Preventing Bullying

The aim of our school anti bullying approach and interventions will be to:

- Prevent, de-escalate and/or stop any continuation of harmful behaviour
- Respond to bullying incidents in a reasonable proportionate and committed way
- Safeguard the student who has experienced bullying and ensure pupils are supported

All staff will be alert to the signs of bullying and will act promptly and firmly and follow the procedures in accordance with our policy.

During a pupil's school career at Berkeley Primary School we will encourage our pupils to develop the self-discipline necessary to maintain acceptable levels of behaviour towards our community. They will be encouraged to accept responsibility for their actions and be aware of the consequences of their behaviour. Pupils must not be afraid to report problems and have the confidence that something positive will be done.



Our behaviour policy includes rewards and sanctions which are used consistently, alongside positive relationships to prevent inappropriate behaviour and promote positive behaviour.

Assemblies, PSHE and drama will provide the opportunity for pupils to explore their feelings and give them the self-confidence to develop their assertiveness skills and provide opportunities for discussions around bullying and the behaviour they may display towards each other to take place.

All staff and pupils are made aware of the school's policy and procedures for dealing with bullying.

Our restorative approach, combined with cooperative activities integrated into classroom practice, explores issues and controversies by considering different points of view; promoting tolerance of others and a willingness to listen; building trust in those of the opposite gender and from different ethnic groups; different religious beliefs and disabilities to support integration into the peer group.

Responding to Bullying

A member of staff should first establish the facts from the harmer and the harmed and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and witnesses, as well as parents and other adult witnesses if necessary and appropriate. This can be done by asking the following questions:

- What happened?
- What were you thinking at the time?
- What are you feeling at the moment?
- What do you think needs to be done to repair the harm?
- Who do you think has been affected by the actions?

If the allegation of bullying is upheld, the teacher, senior leader or headteacher 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). Both parties should be clear that a repeat of these behaviours will not be acceptable.



All bullying incidents (whether upheld or not) must be recorded on CPOMS. If bullying has deemed to have happened, then the parents of both parties will be informed.

If the situation does not improve, the Headteacher (or senior leader) will 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 will continue to be investigated using the restorative approach. Support and sanctions will be given as deemed necessary. Any further necessary action will be taken until the bullying has stopped - including the possibility of police involvement.

School Expectations

Pupils will be taught that bullying is unacceptable at school and within the community:

- The school seeks to establish a culture of care and respect for one another.
- Staff should be alert to the possibilities of a bullying incident.
- Pupils will be encouraged to tell and staff will listen.
- All incidents will be investigated, and appropriate action taken.
- Staff will work restoratively in dealing with incidents.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, going home for lunch, taking longer to get home, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.



Useful Contacts

If you would like further advice, the following organisations offer a range of support.

- **Anti-bullying Network**

Information sheets for young people, parents and school staff as well as information and links to relevant organisations. <http://www.antibullying.net>

- **Bullying Online**

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head Teachers and DfES. Tel: 020 7378 1446 <http://www.bullying.co.uk>

- **Anti bullying alliance**

The Anti-bullying Alliance is a coalition of organisations and individuals working together to stop bullying and create safe environments in which children and young people can live, grow, play and learning.

<http://www.anti-bullyingalliance.org.uk/>

- **Mencap**

Mencap works with people with a learning disability to change laws, challenge prejudice and support them to live their lives as they choose.

<https://www.mencap.org.uk/about-us> Tel: 0808 808 1111

- **Kick it out**

Kick It Out is primarily a campaigning organisation which enables, facilitates and works with the football authorities, professional clubs, players, fans and communities to tackle all forms of discrimination. The campaign has been pivotal in persuading and supporting the game's stakeholders to take their equality responsibilities seriously. <http://www.kickitout.org/>

- **Digizen**

The Digizen website provides information for educators, parents, carers, and young people. It is used to strengthen their awareness and understanding of what digital citizenship is and encourages users of technology to be and become responsible DIGItal citiZENS. It shares specific advice and resources on issues such as social networking and cyberbullying and how these relate to



and affect their own and other people's online experiences and behaviours.
<http://www.digizen.org/>

- **Childline**

24-hour helpline for children and young people in the UK. Also teachers packs, quizzes, stories, information sheets, policy and campaign information. Tel: 0800 1111 <http://www.childline.org.uk>

- **Don't suffer in silence**

DfE site on bullying with sections for pupils, teachers, parents and families; includes case studies, anti-bullying packs for schools, links to other sites.
<http://www.dfes.gov.uk/bullying>

- **Educational Action Challenging Homophobia (EACH)** – Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a Freephone helpline. www.eachaction.org.uk

- **School's Out** – www.schools-out.org.uk

- **Childnet International** – www.childnet-int.org - The UK's safer internet centre

Review

This policy will be reviewed again during the Autumn 2023. However, updates may be required in the light of experience.
