



## **BOTTISHAM COMMUNITY PRIMARY SCHOOL**

### **ANTI-BULLYING POLICY**

#### **1. Our Shared Beliefs about Bullying**

Bullying causes harm to those who bully, those who are bullied and those who observe bullying. Bottisham Primary School believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable. We are committed to tackling it in order to improve outcomes for children and young people.

#### **2. A Definition of Bullying**

The Anti-Bullying Alliance defines bullying as *'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.'*

**Physical** bullying may include:

- being punched, pushed, kicked, hurt or spat at
- made to give up money or belongings
- having property, clothes, work or belongings damaged
- being forced to do something they don't want to do
- being physically stopped from doing something
- being excluded from a game

**Verbal/emotional** bullying may include:

- being teased in a nasty way
- being called names
- being insulted about family background, race, gender, religion or culture
- having offensive comments directed at them because of their appearance
- being excluded from a group
- being laughed at or made fun of.

**Indirect** bullying may include:

- having lies, rumours and nasty stories told about them
- being left out, ignored or excluded from groups
- having false accusations made against them.

**Electronic / 'cyberbullying'** may include:

- Abuse via text message, instant messenger services, social network sites, email, or via images /videos posted on the internet, or spread via mobile phones.

#### **3. Recognising why children may bully**

We recognise that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, the person who through their position of power can direct bullying activity

- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to the bully, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles at different times, or at the same time depending on the situation.

The school recognises the fact that children may bully for a variety of reasons. Understanding the emotional health and well-being of children who bully is key to selecting the right responsive strategies. People and children who are happy with themselves do not need to bully others. As well as victims, bullies need time and support in dealing with their emotions and actions too. There is no quick fix solution in getting them to stop. See *Appendix 1* for possible reasons why some children may engage in bullying.

#### **4. Recognising bullying**

Possible early signs of distress for the victim may include:

- withdrawn behaviour
- appearing distracted in class
- not included by other children
- easily upset/tearful
- erratic attendance
- not wanting to go outside
- low self-esteem/lack of confidence
- feeling ill / tummy ache
- physical signs – bruising
- distressed at home e.g. bed wetting
- delaying leaving school
- frustrated with work – sometimes destroying work

#### **5. Implementing the Anti-bullying policy in school**

This policy should be read in conjunction with the Vision of Our School, the Positive Behaviour Policy and the School Code of Conduct.

If bullying occurs it is dealt with according to the procedures outlined in *Appendices 2, 3, 4 and 5*.

***A simplified version of these guidelines is made available to all children in a leaflet.***

## **APPENDIX 1**

### **POSSIBLE REASONS FOR WHY SOME CHILDREN MAY ENGAGE IN BULLYING**

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self orientated (possibly displaying good self esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all cost
- Racial prejudice

## **APPENDIX 2** **PROCEDURE FOR EFFECTIVE RESPONSE TO BULLYING**

The procedure and stages in responding effectively to bullying at our school are:

- **Monitoring and recording behaviour and relationship issues.** The school follows a clear pastoral support system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Positive Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage.
- **Making sure the person being bullied is safe and feels safe.** When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Alleged incidents of bullying reported by witnesses are treated in the same manner.
- **Establishing and recording what happened** (see Appendix 3) Listen to different perspectives, including those of the person bullied, the person doing the bullying and those that have witnessed the bullying ('bystanders'). Throughout this process a written record and log will be kept of the initial incident and any subsequent incidents. These records detail what happened and who was involved including the views and observations of any bystanders. Follow up action / strategies and the monitoring and impact of these strategies are also recorded. (See Appendix 4 for the Bullying incident Report Form). This form should be completed within 24 hours of the incident being reported. Due consideration should be given to issues of confidentiality, including third party information.
- **Deciding upon a response.**  
All incidents of alleged bullying will be responded to. It will be made clear that such behaviour is unacceptable. In all cases of bullying the school will initially consider the use of a restorative approach to resolving the situation. The school believes that children causing harm should be held to account for their behaviour. This means:
  - Accepting responsibility for the harm caused to the individual being bullied
  - Accepting responsibility for the harm caused to others (for example staff, friends or family)
  - Recognising the need to take action to begin to repair the harm caused
  - Agreeing a range of actions, in conjunction with all those involved, which will be monitored over an agreed period of time.

The school will consider the use of disciplinary sanctions when responding to incidents of bullying. Consequences will be applied fairly and proportionately in accordance with the school's behaviour policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour

- Signal to other children that the behaviour is unacceptable and deter them from doing it.

Sanctions for bullying are intended to hold the children who bully to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused.

The consequences of bullying should reflect the seriousness of the incident. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place.

**APPENDIX 3**  
**DEALING WITH ALLEGATIONS OF BULLYING**

In all instances where there is alleged bullying, an 'Alleged Bullying Incident Report Form' will be completed (See Appendix 5). After investigating, a senior member of staff will take a decision as to whether bullying is present or not.

- 1.1 Acknowledge the victim's feelings. Listen and reassure them that:
  - It's not their fault
  - Their concerns are taken seriously
  - Action will be taken
  
- 1.2. Acknowledge the bully's feelings. Listen and talk calmly to help them:
  - To think about what they have said or done
  - To understand how their words or actions were unacceptable
  - To identify and find better ways of dealing with their feelings
  - To make a plan about how they will make amends and restore positive behaviour
  - To accept a consequence for their actions.
  
- 1.3 If the victim is willing, the bully and the victim are brought together and supported in:
  - Understanding each other's feelings
  - Understanding possible reasons for the conflict
  - Constructing ways to build their relationship into a positive one.
  
- 1.4 A written response could be recorded by the victim and the bully if more appropriate than 1.3 above.
  
- 1.5 The incident should be recorded on an 'Alleged Bullying Incident Report Form' (Appendix 5).
  
- 1.6 Consideration should be given to whether follow up support is needed for either the victim or the bully.
  
- 1.7 Parents of the victim and bully may be contacted on the first occasion of a minor incident, and will always be contacted on subsequent occasions.
  
- 1.8 Allegations of bullying brought to the school's attention by parents or other witnesses will be investigated and an 'Alleged Bullying Incident Form' (see appendix 5) will be completed.

## APPENDIX 4 DEALING WITH RACIST INCIDENTS

Under the **Race Relations (Amendment) Act 2000** and **Home Office Code of practice on reporting and recording racist incidents (2000)** schools are required to record and investigate all racist incidents and to report them to the Local Authority on a termly basis.

Definition of a racist incident:

*'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded (see appendix 6) and investigated as such, however minor it may seem. Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Procedure:

Parents/carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed of the progress and outcome of any investigation.

Any incident that is alleged or perceived to be racist will be recorded and if, following investigation, it is concluded that it is *not* racist, this outcome will be noted on both the school record of the incident and the report that is submitted to the Local Authority.

Termly reports of incidents on the Local Authority Prejudice-Related Incident Data Entry (PRIDE) will not identify individuals, but this information will be kept at school level, in line with other records on behaviour and incidents of bullying.

~~The school will seek advice from Cambridgeshire Race Equality and Diversity Service (CREDS) as and when required and parents/carers may also discuss any concerns regarding racist incidents with the Service.~~

**APPENDIX 5**  
**ALLEGED BULLYING INCIDENT REPORT FORM**

<i>Completed by:</i>		
Student allegedly bullied: Name/s, d.o.b, Class		
Ethnicity	Gender M / F	SEN Stage
Home language	looked-after child Y / N	
Date of incident		
Time of incident		
Location of incident		
Nature of incident, identify details of any injury or damage to property, etc		
<p>Circle any elements that apply:</p> <p>Racist      Sexual/Sexist      Homophobic      SEN/Disability</p>		
Member of staff to whom the incident was reported		
Alleged perpetrator(s): Name(s)	Year	Group



Witnesses to the incident

Witness reports of incident (continue on separate sheets if necessary)

Parents/carers of alleged subject(s) informed:

Date

Time

Parents/carers of alleged perpetrators informed:

Date

Time

Details of immediate action taken

**APPENDIX 6**  
**PERCEIVED RACISM INCIDENT REPORT FORM**

Definition of a racist incident:

*'A racist incident is any incident which is perceived to be racist by the victim or any other person.'*

<b>RACIST INCIDENT REPORT FORM</b>																								
School/Establishment .....																								
Date & time of Incident.....																								
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Victim's name.....</td> <td style="width: 50px;"></td> </tr> <tr> <td style="padding: 5px;">Year Group/Age</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Outside Person(s) inc. Parents/Carers</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Teaching Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Support Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Unknown</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Victim's name.....		Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Perpetrator's name.....</td> </tr> <tr> <td style="padding: 5px;">Year Group/Age</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Outside Person(s) inc. Parents/Carers</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Teaching Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Support Staff</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 5px;">Unknown</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Perpetrator's name.....	Year Group/Age	<input type="checkbox"/>	Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>	Teaching Staff	<input type="checkbox"/>	Support Staff	<input type="checkbox"/>	Unknown	<input type="checkbox"/>
Victim's name.....																								
Year Group/Age	<input type="checkbox"/>																							
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>																							
Teaching Staff	<input type="checkbox"/>																							
Support Staff	<input type="checkbox"/>																							
Unknown	<input type="checkbox"/>																							
Perpetrator's name.....																								
Year Group/Age	<input type="checkbox"/>																							
Outside Person(s) inc. Parents/Carers	<input type="checkbox"/>																							
Teaching Staff	<input type="checkbox"/>																							
Support Staff	<input type="checkbox"/>																							
Unknown	<input type="checkbox"/>																							
Nature of incident ( <i>tick any that apply</i> ):																								
Racist comments and language <input type="checkbox"/>	Ridicule and ostracism <input type="checkbox"/>	Provocative behaviour <input type="checkbox"/>																						
Verbal abuse and threats <input type="checkbox"/>	Racist graffiti <input type="checkbox"/>	Possession/distribution of racist material <input type="checkbox"/>																						
Physical assault <input type="checkbox"/>	Written abuse <input type="checkbox"/>	Other <input type="checkbox"/>																						
Damage to property <input type="checkbox"/>																								
Details of incident:.....																								
<i>To be completed by designated member of staff</i>																								
Action taken.....																								
.....(continue on separate sheet if necessary)																								
Have parent(s)/carer(s) of victim been informed?	YES	NO																						
Have parent(s)/carer(s) of perpetrator been informed?	YES	NO																						
Perpetrator's ethnic origin (including Traveller or Refugee) .....																								
Victim's ethnic origin (including Traveller or Refugee).....																								
Outcome recorded in victim's/perpetrator's files ( <i>please circle</i> )																								
Record completed by:.....																								
Signature of designated Member of SMT:.....																								
Date:.....																								