Borras Park Primary School Anti-Bullying Policy

Signed: _____ Chair of the Governing Body

Date agreed:

Proposed review date:

EIA Completed September 2022

<u>Accessible Formats</u>
Other accessible formats including large print, Braille, BSL DVD, easy-read, audio and electronic formats, and other languages can be made available upon request.
To request a copy of this document in an accessible format contact

Borras Park Community Primary School (01978 346890).

Principles and Values

All of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be.

As a school we take bullying and its impact seriously. Pupils and parents should be assured that known incidents of bullying will be responded to and dealt with quickly. Bullying will not be tolerated. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Our Anti-Bullying Policy strives to provide a framework for intervention and prevention. It is intended as an extension of the existing Behaviour Policy where children are encouraged to exert self-discipline and abide by our school rules of being '**Ready**', '**Respectful**' and '**Safe**'.

Objectives of this Policy

1. Raise awareness of bullying on the grounds of protected characteristics with pupils; parents; staff and governors and take a more proactive approach to preventing and mitigating its effects;
2. Plan age-appropriate opportunities in the curriculum to discuss issues related to the protected characteristics and to build pupils' resilience to bullying;
3. Ensure staff have a clear understanding of the extent and nature of bullying that may take place in school, including cyberbullying;
4. Make sure that staff know how to deal with and record incidents of bullying;
5. Record and monitor incidents of bullying in relation to the protected characteristics and use this information to meet the requirements of the Equality Act 2010.

1. What is Bullying?

'Bullying is the deliberate, conscious and wilful intention to repeatedly threaten, frighten, intimidate or hurt someone in a physical or emotional way. The bully usually has power over the victim and the victim is usually unable to defend him/herself against the bully.'

Initial disclosures of possible bullying by children or parents will first explore whether the event/s fit the criteria of bullying. The key aspects to consider are:

a) <u>"deliberate"</u> – is the perpetrator doing this **on purpose, without being provoked**? Ensure the victim isn't coming off worse during rough play or as a result of a two-way argument of physical altercation. Also, does the perpetrator single out specific child/ren?

b) <u>"intention"</u> – does the perpetrator carry out hurtful acts with the **sole desire** to dominate, cause pain or changes of emotion of a/ some victim/s?

c) <u>"repeatedly"</u> – A **pattern of events is evident over time** against the same person/ people. Unfortunate, unpleasant isolated incidents are not bullying but must be dealt with effectively so they do not develop into cases of bullying.

Bullying can be:

Direct or indirect Verbal	name-calling, sarcasm, spreading rumours, teasing
Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening

	gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Cyber bullying	Misuse of all areas of internet, such as e-mail and internet chat rooms, Twitter, Facebook, Snap-Chat, TikTok, WhatsApp, virtual internet gaming platforms. Mobile threats by text messaging and calls. Misuse of associated technology i.e. camera and video facilities, Ipad, games consoles.

Bullying may be related to:
• Race
• Gender
• Religion
• Culture
• SEN, ALN or disability
• Appearance or health condition
• Home circumstances, including Young Carers and poverty
• Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips, social media, virtual games and cyberspace. It can take place individually, in group activities and between families in the local community. Bullying is the wilful, conscious desire to hurt or threaten or frighten someone else. To do this, the bully has to have some sort of power over the victim – a power not always recognisable to the teacher. One of the defining features of bullying is its persistence.

Perpetrators and Victims
A child who 'bullies' may not be a 'bad' person, but the behaviours that they exhibit are not acceptable. This understanding is fundamental to this policy. They can exert power by their size, strength or the numbers or group size involved. They can also exert power by anonymity – through the use of cyber bullying or using email, social networking sites, texts etc

A bully is usually a person who:
• Is uncaring and lacking in empathy
• Often aggressive, easily resorting to violence
• Is poor in communication and co-operative skills
• Is insecure, possibly due to problems at home or at school
• Feel a need to gain control or power
• Will lie and be deceitful
• Need to impress and gain attention
• Have a poor sense of responsibility

A victim is usually a person who:
• Is timid and non-assertive

• Is introverted and shy
• Have low self-esteem
• Physically weak
• Is different in some obvious respect (Special Educational Needs, colour, wears glasses, is overweight etc)

Bullying is <u>not</u> when two people have an occasional disagreement or squabble – even if one child is older than the other or bigger.

To a child, bullying is:
• Deliberately hurtful
• Repeated
• Difficult to counteract by the victim
• Different from random acts
• Characterised by an 'imbalance of power' e.g. a more powerful person or persons intentionally hurting a less powerful person or persons.

<u>Why is it Important to Respond to Bullying?</u>
Bullying is aggressive but it is more complex behaviourally than a fight. Bullies and victims do not come in standard shapes and sizes and are not recognisable stereotypes. Bullying can happen to anyone.
No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect.
Pupils who are bullying need to learn different ways of behaving. Staff must remain vigilant about bullying behaviours and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise concerns or deal directly with the matter.
Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, they may be too young or have a level of Special Educational Needs or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others, or may make them more likely to fall victim to the behaviour of others.
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2.   Strategies for Prevention of Bullying

At Borras Park Primary school we use a variety of methods to support children in preventing and understanding the consequences of bullying: through friendship Stops, Worry Boxes, drama and role play, themed assemblies, PSD/PSHE lessons, and E-Safety awareness days. Children are also consulted through in-school pupil questionnaires and contribute to class and school rules. The emphasis on teaching pupils empathy through the way the curriculum is delivered is aimed to prevent bullying.
The ethos and working philosophy of Borras Park Primary means that all staff actively encourage children to have respect for each other and for other people's property. They learn to respect and appreciate differences and similarities. Good and kind/polite behaviour

is regularly acknowledged and rewarded. In the classroom there is an emphasis throughout the curriculum on creating a caring community, where children and adults are openly valued. Pupils learn to work together in a co-operative manner, to trust, to help and share with each other. Pupils are taught to observe more carefully, communicate needs and wants and to listen sensitively. Staff reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other. Consequently, pupils learn to express their feelings in ways, which are not aggressive or destructive.

3.   Role of Staff

Staff are vigilant within the classroom, when moving around school and when supervising children at play. Incidents which may involve bullying will be followed up appropriately.

Staff will always find time to listen to a child's concerns. Staff employ a direct, clear and firm approach, which focuses on problem solving and enables the pupils to take an active role in finding a solution to the conflict. Staff will also ensure that parents are fully informed of the steps taken.

Both teaching and non-teaching staff will be involved in maintaining the Anti-Bullying Policy. It is very important that adults who are supervising lunchtimes are aware of how to identify bullying and how to respond to it.

Lunchtime supervisors, in daily contact with the children in the playground, are in a very favourable position to encourage good behaviour. The supervisors need to respond to good as well as bad behaviour. Children who often misbehave as a way of getting attention from an adult can be encouraged to be well behaved as an alternative and more attractive way of receiving the attention.

Playground supervisors will inform class teachers of good as well as bad behaviour, emphasising that behaviour in both the classroom and the playground are viewed as important.

All staff will ensure that pupils feel confident in telling a member of staff if they are being bullied or if they know that someone else is bullied. Their peer group culture will value co-operation and tolerance. Pupil involvement is very important.

4.   Procedure

Where a child has displayed unacceptable behaviour, they may be asked to genuinely apologise (as appropriate to the child's age and level of understanding)
Other consequences may take place such as: time-out, removing the pupil from the class or situation, not so much as a punishment, but rather as a time when they can think about their behaviour and offer a solution, denial of privileges, with the opportunity to redeem one's

self, individual pupil management plan, parental involvement, counselling. removal of bully away from the victim (e.g. into another class)

Wherever possible, the pupils will be reconciled. In some cases it will mean a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (See Behaviour Policy). outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others.

During and after the incident(s) have been investigated and dealt with, each case will be recorded on a Bullying Incident report given to the Headteacher. (See Appendix) and monitored to ensure repeated bullying does not take place. Incidents related to bullying will also be recorded on pupil concern cards.

<u>If bullying is reported by a parent/carer:</u>

▪ Meeting arranged with the parent and class teacher to discuss the issue. Necessary information is gathered and a follow-up meeting/discussion is arranged.

▪ Concerns are logged by the class teacher on pupil concern cards.

▪ Class teacher informs headteacher and other staff in direct contact with the pupils concerned to be vigilant for signs of bullying.

▪ Class teacher talks with all pupils concerned to ascertain what is actually happening. This may be followed up with a joint meeting with both pupils present.

▪ Circle time work may be undertaken to develop a mutual understanding of one another's feelings.

▪ Pupils' interactions are monitored at playtimes and lunchtime.

▪ If the bullying persists, the perpetrator will be given a clear set of consequences and their parents will be informed.

▪ Parents of the victim will be kept informed of actions taken and the impact of those actions.

▪ Incident log and pupil concern cards will be updated.

<u> If bullying is reported to a member of staff by a child:</u>

▪ Member of staff will listen attentively to the child's concerns. They will provide them with reassurance that they are there to help them.

▪ Member of staff concerned will inform the class teacher and headteacher.

▪ An incident log will be completed.

▪ Class teacher talks with all pupils concerned to ascertain what is actually happening. This may be followed up with a joint meeting with both pupils present.

▪ Where bullying is taking place, the class teacher will inform all staff who come into contact with those pupils.

▪ Parents of both the victim and bully will be informed.

▪ PSD/PHSE work will be undertaken to develop a mutual understanding of one another's feelings.

▪ Pupils' interactions are monitored at playtimes and lunchtime.

▪ If the bullying persists the perpetrator will be given a clear set of consequences agreed by staff and parents.

▪ Incident log and concern cards will be updated.

5.   Role of Parents

Parents need to be clear about the school's approach to bullying and their support, by encouraging co-operative behaviour in and around the home, is needed. Parents need to be aware of the importance of informing the school if they suspect their child is being bullied or bullying others. If their child is found to be bullying others, they will work with the school to help their child change their behaviour.

All adults should watch for early signs of distress in pupils – deterioration of work, spurious illness, isolation and desire to remain with adults.

6 Signs and Symptoms

Adults should be aware of these possible signs and that they should investigate if a child:
- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becoming short tempered
- change in attitude to people at home.

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated

7.   Advice to Parents

As the parent of a child whom you suspect is being bullied-

1. Report bullying incidents to the class teacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
5. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back.

Both of these will only make the problem much harder to solve.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)
- Get away from the situation as quickly as possible
- Tell a friend
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box
- Tell someone in your family you can trust
- Discuss it as part of your PSHE time
- Visit the school website for ideas of what to do next.

8. Monitoring

The school will keep a close check on any incidents of bullying behaviour. Records will be made of bullying incidents, which occur, and how they were responded to and followed up. All staff in the school will implement the recording system.

Parents of victims and bullies will be kept informed of action taken by the school and encouraged to help the school make sure that it does not recur. Incidents of bullying will be discussed with the Governing Body.

Any incidents of racial bullying are reported to the LA in accordance with their racial harassment monitoring procedures.

9. Support

Visit the MEIC website at www.meiccymru.org or call them free on **08088 023456**

https://www.wrexham.gov.uk/assets/pdfs/education/anti_bully_guidance.pdf

Bullying Incident Report
Borras Park Primary School

Date report filed:	
Name of person reporting incident:	
Location of incident:	

Details of people involved

Name	Age	LAC?	Role(victim, ringleader, witness)	Level of involvement

*Levels of involvement 1 = very involved; 2 = involved; 3 = slightly involved; 4 = indirectly involved

Protected characteristic/s of the victim

Age		Disability		Marriage/civil partnership (staff, parents.)	
Race		Religion or belief		Poverty	
Sexual Orientation		Gender reassignment		Appearance	
Welsh Language		Sex (gender)		Other	

Does the victim feel that they have been bullied as a result of one or more of the above? Yes No

Type of bullying – tick as appropriate

Verbal: name calling; teasing; threatening; rumours		Cyberbullying: texting; emailing; blogs; chatrooms; facebook/twitter etc	
Physical: pushing; hitting; kicking; sexual assault		Damage to/taking of possessions	
Social: deliberately excluding			

Frequency and duration of bullying - tick as appropriate

Twice		Persisting for several months	
Several times a week		Persisting longer	

Other notes relating to the incident including any relevant previous behaviour

Check List - tick as appropriate

Checked for incidents involving the same person		Action agreed with victim	
Notified parents/guardians		Action agreed with perpetrator/s	
Individual discussion with people involved		Follow up date set	

Other actions - tick as appropriate

Medical treatment required		Referred to other agencies	
Police involvement		Specific report from staff attached	

Details of action/s agreed with people involved (including victim; perpetrators; parents/guardians; police; other agencies)

Follow up review dates and interventions

Outcomes of follow up and further action/s taken

Has the bullying stopped?   Yes   No

Equality Impact Assessment

Responsible Officer (Head Teacher)	Rob Nicholson
Assessment Owner	Jenny Jones
e-mail address	mailbox@borraspark-pri.wrexham.sch.uk
Full job title	Child Protection coordinator, Deputy Headteacher
Title of Policy	Anti Bullying Policy
Rationale: Why is it being considered? What need is being addressed?	**Statutory requirement** **Policy update**
Aim: What is the intended outcome of the policy?	Ensure all stakeholders are aware of anti bullying procedures and follow policy
How: How will it be delivered, by whom and by when?	Policy will be used by all stakeholders at all times
Who: Who are the people likely to be affected by this policy? How have you consulted with the people who are likely to be affected?	Pupils, staff, parents and Governors Discussed at staff meetings and shared with School Council.
Measures: How will you know you have achieved your aims? What are your measures / indicators of success?	Policy will be reviewed and updated where necessary. Policy will be shared with all stakeholders. Staff will adhere to policy. Procedures followed correctly safeguarding pupils.
Identify any other policy or decision [**internal** or **external**] that may affect your proposal. Consider this in terms of: • Statutory requirements; local policies e.g. • Regional decisions e.g. those made by cross county partnerships for your schools; and / or • National policies e.g. Welfare Reforms	**This is a statutory policy which has to be reviewed biannually and shared with all staff. The policy is based on previous policy and links to All Wales Child Protection procedures and Wrexham guidance** **The purpose of the policy to protect all children including those with protected characteristics.**

	Carers	Age CYP	Age Adults	Disability	Gender / Sex	Pregnancy and Maternity	Race/ Ethnicity	Religion or Belief	Sexual Orientation	Marriage and Civil Partnership	Gender Reassignment	Poverty	Welsh language / culture
Q1 Would this proposal significantly affect how functions are delivered to any of these groups?													
Q2 Would this discriminate against any of these groups?													
Q3 Would this proposal advance the equality of opportunity for these groups?		+		+	+		+	+		+	+	+	+
Q4 Would this promote good relations between these groups and the wider community?				+			+	+	+		+	+	

Where you have identified a positive impact (+) in the Screening Tool, please outline this briefly using bullet points:

- It will ensure that children are safeguarded and positive ethos towards all groups promoted.
- It will ensure that pupils affected by poverty, through neglect are identified and that support mechanisms are put in place.
- It will ensure that pupils of different race, ethnicity, abiliy/disability will be protected

If your proposal will not have any impact on 'people' please outline why this is the case below:

PLEASE NOTE:

It is very rare that a project or proposal will not impact on people (you should also consider staff as well as client users/customers)
If your policy or change is as a result from a UK or Welsh Government directive, then you should impact assess the impact of this policy or change locally.
If you have indicated a possible negative effect on any Protected Characteristic within the screening tool, please complete the relevant sections of the Matrix below that correspond to that possible negative effect. You will need to consider:

- **What is the likely scale of the impact and how this can be reduced?**

- **Who are the people that are likely to be affected by this proposal, could they experience multiple disadvantage e.g. if they are young and have a disability.**

EIA: Are we being fair?

Please complete the relevant sections of the Matrix below that correspond to any '-' symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data …	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Age CYP						
Age Adult						
Disability						
Gender / Sex						

Please complete the relevant sections of the Matrix below that correspond to any '-' symbols you have recorded in the screening tool	List what information you have used to identify these issues e.g. consultation, stakeholder involvement, reports, data …	Based on the information you have gathered give a summary of key issues that have been identified.	How will you mitigate these issues to improve the service?	Who is officer responsible for delivering the mitigation?	Which other partners will you work with to achieve this? (Governors, PTA etc.)	By when
Pregnancy and Maternity						
Race/ Ethnicity						
Religion or Belief						
Sexual Orientation						
Marriage and Civil Partnership						
Gender Reassignment						
Welsh Language and Culture						
Poverty						

Evidence Documents

Please list any documents that you have used in the EIA process as evidence, such as consultation reports; service user data; CENSUS or ONS statistics; etc. by title and where it is held should it be required in the event of a challenge.

All Wales Child Protection Procedures 2008
Wrexham Anti Bullying Guidance for Schools
Are you being bullied? www.gov.wales

Linked EIAs

Please list any other EIAs that may be linked to this one, such as operational EIAs if this is a strategic EIA.

Child Protection

Follow Up

Please respond to the following questions within **12 months** of implementation of the policy:

a) Was any mitigation applied or was the proposal delivered as originally planned prior to the Equality Impact Assessment? As planned

b) Were the intended outcomes of the proposal achieved or were there other results? Achieved as intended

c) Were the impacts confined to the people you initially thought would be effected, or were other people affected? How? As anticipated