

Brookfield Primary School Anti Bullying Policy

Aims of Policy

Every child, no matter who they are or where they live, has a right to grow up feeling safe and healthy and to be able to participate in a wide range of activities. Bullying can, and frequently does, negate this aim and will not be tolerated in any form at this inclusive school where rights and respect are central to our vision and values. This policy sets out the way in which this aim governs every aspect of the school's practice.

This policy is informed by these key rights:

Article 2 The convention applies to everyone: whatever their race, religion, ability or family background.

Article 3 The best interests of the child must be a top priority in all things that affect children.

Article 12 Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 24 Every child has the right to good quality health care including mental health care.

Article 29 Education must encourage children's respect for human rights...their own and other cultures...

Definition

Bullying is where,

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience, e.g. two or more incidents, cyberbullying
- There is an imbalance of power;
 - (i) target feels s/he cannot defend her/himself.or
 - (ii) perpetrator(s) exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling etc)
 - (iii) involvement of a group

Bullying is not where,

- It is the first hurtful incident between children
- Teasing/banter between friends without intention to cause hurt.
- Falling out between friends after a quarrel, disagreement or misunderstanding
- Conflict that got out of hand. Activities that all parties have consented to and enjoyed and which got out of hand or gave rise to parental concern.

These problems will still be taken seriously and where appropriate dealt with immediately under the behaviour policy.

People can be bullied because they are, or perceived to be, different. It is often motivated by prejudice against particular groups or because of characteristics or features which the person under attack cannot change.

Bullying commonly relates to any, or all, of the following: race, religion or culture, special educational needs and/or disabilities, young carers, looked after children, gender, appearance and/or size, ability and attainment, sexism (bullying based on a person's actual or perceived sexuality),homophobic (a dislike or fear of someone who is, or perceived to be lesbian, gay or bisexual),or transphobic (a dislike or fear of someone who is, or perceived to have changed their gender, or difficult to categorise as either male or female).

Prevention

- We are proactive in investigating, recording, resolving and sharing information about incidents and relationships and share this information with children, staff, parents and governors.
- We are a listening and telling school where children are encouraged to express their feelings, fears and concerns.
- We talk to pupils about issues of difference and the impact of bullying and prejudiced based behaviour in lessons, circle time, assemblies and special weeks such as diversity week and anti bullying week.
- We have an ethos of good behaviour where pupils treat one another and staff with respect.
- Pupils are encouraged to report any instances of hurtful behaviour to a trusted adult.
- All pupils are supported in developing their understanding of how their behaviours affect others through the use of restorative conversations.

The Responsibility to Report

The school always responds to situations they know about. There are talk boxes and weekly circle time in every class which children are encouraged to use. Any member of the Brookfield school community should feel free to report concerns about possible bullying, as defined above, to the adult with whom they feel most comfortable and confident.

The table at appendix one sets out the procedures for how staff will respond to any allegations of bullying. It is acknowledged that some parents or carers might feel hesitant in approaching school staff, but all are encouraged to do so in the confidence that they will be listened to sympathetically. Parent ambassadors, parent governors or other trusted adults could be helpful in such situations.

The Procedure

Any concerns about suspected bullying are reported to the phase leader who becomes the lead member of staff dealing with the case in close consultation with all the senior leadership team, class teacher and relevant staff members. S/he meets with all the children involved, and any witnesses; each will be encouraged to give their own account, how it made them feel and what they need to feel better about it. The accounts will be carefully recorded before a discussion is held on what needs to happen to put things right. From this stage on all relevant staff will be informed so that they can monitor the children concerned. It should be noted that all children need careful attention so that appropriate support can be offered.

Sources of Help

Bullying can, and frequently is, more complex than is apparent to any one party. Help is available in school and from external sources depending on the needs and wishes of the children involved and the views of their parents or carers.

Within school it is sometimes sufficient to work with the children's' suggestions and monitor their effectiveness. If the children concerned are both willing then restorative conversations can be held and their outcomes monitored. One to one help is available through the mentoring scheme (Skills for Life) when appropriate for one or both children concerned. The Tavistock Outreach for Schools (TOPPS) can offer therapeutic support in certain situations.

Outside school the Educational Welfare Service, the Educational Psychology Service and the Primary Learning Support Service are all available in specific situations. It should be noted that the vast majority of bullying concerns are resolved within the school.

Homophobic or Transphobic and Racist Bullying and Language

At Brookfield Primary School we aim to provide and maintain an environment where diversity does not mean discrimination and where the dignity of all members of the school community is respected. Everyone has a responsibility to challenge any racist or homophobic attitudes or language and report it so it can be investigated.

Other policies

Whereas this policy relates to bullying, other aspects of unacceptable behaviour can be equally serious, its management and the sanctions available are set out in the behaviour policy. The safeguarding policy sets out the procedures where there may be implications for child protection. The complaints policy is available where any member of the school community believes there is cause for complaint.

Governance

Any suspected cases of bullying are investigated and monitored. All incidents of bullying whether at the monitoring or confirmed stage are reported twice termly to the Personnel, Salaries and Wellbeing Governors' sub committee, where they are carefully investigated, and thence to the full governing body as a matter of report. The Chair of this committee receives copies of the bullying log and can be available to parents and carers. Surveys to monitor the application of this policy will be held annually for pupils as well as the usual parent surveys.

Formulation of Policy

This policy was the product of a consultation group of nine people (three governors, three staff and three parents) meeting in the early part of 2014 and revised in June 2015. Pupils were also consulted through the school council. (Article 12 Every child has the right to be consulted about matters which concern them.) The school has been greatly assisted in its task by Gill Morris, (School Improvement Manager, Health and Wellbeing, London Borough of Camden) and has had available to it a number of papers and a range of source material.

Appendix: Procedures for responding to allegations of bullying

Adopted by the governing body in June 2016

Review 001

Brookfield Primary School
Dealing with suspected or confirmed bullying relationships

Day	Actions	Children can expect:	Parents of both children can expect:
1	Suspected case of bullying identified by child, staff or parent and reported to the school Appropriate Phase Leader allocated to become lead member of staff, supported by other members of SLT	An opportunity to express separately what has happened, how it has made them feel and suggestions for possible solutions The Phase Leader and Class Teacher's assurance that they will do all they can to improve the situation	A phone call or meeting with the Phase Leader, and Class Teacher as soon as available to gather information and talk through the process laid out below
2	All staff updated in the daily morning meeting about the investigation Phase Leader meets individually with all relevant children and staff to establish or add to the record of the relationship, with a particular focus on what needs to happen to improve the relationship Consultation with SLT to confirm bullying or decide to monitor case, support and actions appropriate for the children discussed	Feedback from the Phase Leader and strategies discussed to improve the situation Both children to be encouraged to work towards meeting together	Feedback from the Phase Leader on the outcome of the investigation with clear strategies to support both children
3	All staff updated in morning meeting about confirmation or monitoring of bullying and strategies in place Phase Leader manages the support and monitoring of both children to prevent further incidents Daily discussion with SLT	Daily support and monitoring from the Phase Leader and Class Teacher Support such as: a named adult in the playground, circle of friends, Skills for Life including assertiveness or anger managements skills, restorative conversations, immediate red sanctions for further incidents, behaviour plan	Daily feedback through a medium convenient to the parent phone/email/meeting Opportunity to talk to a Governor on the PSWB Committee about their experience
5	The bullying has significantly diminished or stopped Governors informed	The support and monitoring to continue including further restorative conversations if appropriate	A meeting to reflect on the week and the impact of the support and strategies in place A negotiated reduction in the frequency of contact
5	The bullying has continued Governors informed	A behaviour plan with immediate red sanctions for any bullying behaviours, leading to internal/external exclusions if targets are not met	A meeting with both the Head Teacher and Phase Leader to review the case
10	The bullying has significantly diminished or stopped entirely All records to be maintained for the child's time within the school	A meeting to review the support in place and what will be continuing As appropriate, a sense of closure on the incident to include feedback from the children	A meeting to review the support in place and what will be continuing As appropriate, a sense of closure on the incident to include feedback from the parent
Future incidents	If the bullying revives at a future date, all previous records to be reviewed. Behaviour plan to be reinstated immediately. Consequences from previous behaviour plan to be continued from last point.	A behaviour plan with immediate red sanctions for any bullying behaviours, leading to internal/external exclusions if targets are not met	A meeting with both the Head Teacher and Phase Leader to review the case.

SLT = Senior Leadership Team; Head, Deputy, Assistant Head teachers

PSWB = Personnel Salaries and Well Being Governors Sub Committee

The Deputy and Assistant Heads each lead a phase; Early years (nursery and reception), years 1 and 2, years 3 and 4, and years 5 and 6 respectively