



Anti-Bullying Policy

Lead member of staff	Helen Williamson
Approval Level	Full Governing Body
Signed by	Nicola Waters, Chair of Governors
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Next Review	September 2024

Statement of Principles and Values

The school believes in promoting the highest standards of behaviour and that its pupils have the right to learn in a supportive, caring and safe environment. As a school, we adhere to the following principles and values:

- We believe that bullying behaviour is unacceptable and should not be tolerated in schools, educational settings, organisations and communities in West Sussex.
- We recognise that bullying is a community issue that extends beyond schools; that it doesn't generally happen in isolation and often cannot be resolved in isolation.
- Responsibilities and accountabilities will be in line with those outlined in legislation and guidance.
- In particular, this policy recognises the importance of systematic recording and reporting procedures with a commitment to active consultation with children and young people.

This policy relates to the aims and objectives of the school, and to specific areas of the Learning Policy relating to the school ethos and personal interactions.

Definition of Bullying

This policy will adopt as its definition the one given in '**Preventing and Tackling Bullying**', from the DfE document dated July 2017.

This defines bullying as:

Behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Forms of bullying include:

- Bullying related to race, religion, gender or culture
- Bullying related to Special Educational Needs or disabilities
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked-after children or otherwise related to home circumstances
- Bullying related to a perceived or actual difference
- Sexist or sexual bullying.
- Cyber bullying

This policy recognises that bullying involves an imbalance of power between the perpetrator and the victim and that this imbalance makes it difficult for the victim to defend themselves or to report incidents of bullying.

Aims of this Policy

- To promote positive behaviour
- To prevent bullying
- To provide protection, support and reassurance
- To develop a more effective range of social skills and/or avoid 'risky' situations in the future
- To deal with reports of bullying in a serious and sensitive way

Statement of Expectations

1. Approaches to dealing with Bullying

- Inform member of Senior Leadership Team
- Interview and collect statements from bullied, bully and witnesses.
- Do not accept false excuses, e.g. "It was an accident", "It was only a game".
- Be critical of the behaviour not the person.
- Be direct but not aggressive.
- Offer opportunities to make amends and change behaviour.
- Child/ren may need counselling and/or social skills training in order to interact in a less aggressive way.
- Provide support for all parties while the issues are resolved e.g. circle of friends, peer support groups, restorative justice.
- Inform parents of both the victim and perpetrator and identify the strategies used to deal with the incident
- Implement the school's Behaviour Policy consistently and apply an appropriate sanction according to the level of the bullying incident

2. Good Practice

- Make frequent reference to our stated Values and how we care for each other at BPS. Articulate clearly the culture of the school will not tolerate bullying
- Deal with all bullying behaviour – ignored behaviour is seen as 'condoned'.
- Act as a role model for pupils in your interactions.

- Encourage pupils in their discussion of feelings and emotions.
- Supervise pupils positively (lots of references to their good social behaviour)
- Be prepared to challenge verbal bullying, including racist or sexist language of pupils (and adults).
- Listen to pupils and be prepared to act on their information.
- Work on promoting self-esteem among pupils.
- Be on time to lessons and early on duty.
- Use teaching and learning styles that encourage positive behaviour.
- Be firm and consistent.
- Oversee 'risky' areas

3. Raising Awareness

- Assemblies: whole-school and year group.
- Anti-bullying weeks
- Role play/drama.
- Staff training.
- Leaflets and posters.
- Relationships and Health Education (RHE)
- Prospectus
- At parents' meeting.
- Policy available on website
- SEAL unit of work on bullying "say no to bullying"

4. Bullying outside school premises

- Teachers have the power to discipline children for misbehaving outside the school premises – this relates to bullying. Any action to address such incidents will be taken by a senior member of staff and should be referred to them (HT, DHT, AHT).
- The senior leader will consider whether it is appropriate to notify the police if the behaviour is considered criminal.
- Any sanctions can only be given on school premises whilst under the lawful control of a member of staff.
- See the BPS Behaviour Policy for details.

5. Criminal Law

- Some types of harassment or threatening behaviour may be a criminal offence. If staff feel a criminal offence has been committed, they should seek the advice of the police. This includes sending malicious or threatening messages and material electronically
- It may be helpful to seek the support of the Police School Liaison Officer in dealing with serious or persistent forms of bullying to help reinforce the consequences of repeated behaviours

6. Safeguarding

- A bullying incident should be addressed as a safeguarding issue when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'

- Where this is the case the Designated Member of Staff (see Child Protection Policy) should refer to the Children's Access Point
- Other services at the school disposal may be drawn upon to tackle underlying issues or consequences of the bullying

The Role of Parents

- To support the aim of this policy and the values of BPS to ensure that every pupil can be educated in a safe and caring environment.
- To inform the school of any domestic factors which may influence the behaviour of their child at school.
- To report at an early stage any cause for concern they may have with regard to any form of suspected bullying involving their son or daughter. This includes "cyberbullying".
- To work with the school in addressing instances of bullying involving their child.