



Brentfield Primary School

Children of Today, Champions for Tomorrow

Anti-Bullying Policy

2023-2024

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Policy Statement

At Brentfield all pupils, staff and visitors are asked to follow three school rules which act as a minimum expectation for behaviour and are embedded in our behaviour policy:

Ready

Safe

Kind

Within the framework of our behaviour policy, we recognise that there is a need for a specific policy outlining what we mean by bullying and identifying the methods of reducing bullying.

This policy has been developed through a consultation process with staff, pupils, and parents.

Aims

- To create a safe, friendly environment for all our pupils, where children know they will be listened to and supported.
- To ensure that all children understand that bullying is unacceptable at our school.
- To create a TELLING school, where everyone knows they are expected to tell someone if they see bullying happening.
- To help the “bully” understand how the “target” feels.

This policy has been developed through a consultation process with staff, parents and pupils. The policy has been developed to ensure that staff, pupils and parents/carers are clear about the seriousness regarding bullying and understand the Anti-bullying education that pupils receive.

Purpose

To provide simple, practical procedures for staff, parents and learners that:

- Teach appropriate behaviour through positive interventions.
- Promote self-esteem and self-discipline for all pupils.
- Prevent and de-escalate any continuation of harmful behaviour.
- Develop a consistent approach if incidents of bullying arise.

Anti-Bullying is an important aspect of pupil's education and is concerned with informing children honestly and appropriately so that they make safe choices later in life. Anti-Bullying includes planned opportunities to support the development of their self-confidence and relationships, enabling pupils to participate happily in the wider community. It promotes an understanding of the range of family groups and other people who contribute to providing children with the care, love and support that they need to grow.

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

What is bullying?

Bullying is repeated negative behaviour that is intended to make others feel upset, uncomfortable or unsafe and involves an imbalance of power.

Bullying can be:

Emotional: Being unfriendly, excluding, tormenting (hiding books, threatening gestures)

Physical: Pushing, kicking, hitting, punching or any use of violence

Sexual:	Unwanted physical contact or sexually abusive comments
Verbal:	Name-calling, sarcasm, spreading rumours, teasing
Cyber:	The use of technology to harass, threaten, embarrass or target another person.
Child on child:	Any form of physical, sexual, emotional, financial abuse, or coercive control exercised between children, and within children's relationships, friendships, and wider peer associations.
Prejudicial:	Based on protected characteristics as listed in the Equality Act 2010 – based on race, special educational needs and disabilities, religion, sexual orientation including LGBTQ+, ethnicity, gender, religion and those with no faith.

One-off incidents are not bullying; however, we separately record prejudicial incidents identified using the above definition as we recognise the impact they can have and that they could be an indicator of bullying behaviour or contribute to an environment where bullying could happen.

Racial Equality

Brentfield Primary school is an anti-racist establishment and is committed to addressing racism in any form. Racism, in any form is not tolerated at Brentfield Primary School. All students have the right to be treated with respect and to feel safe regarding their individual ethnic background and identity. They have the right to receive their education in an environment which is free from humiliation, oppression or abuse on racial grounds. Parents (and pupils) should feel confident that if racist incidents occur, they will be thoroughly investigated and dealt with and that, help and support will be given to all involved.

Friendship issues, relational conflict and bullying behaviour

We acknowledge that friendship problems and bullying behaviour can be upsetting for both pupils and parents and carers, but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour. Pupils will fall in and out with each other, have arguments, stop talking to each other and have disagreements. This relational conflict can be a normal part of growing up. During a relational conflict or friendship problem groups of pupils may disagree, be terribly upset and find it difficult to resolve the disagreement without adult help. It is unlikely however, to be repeated behaviour and may even be accidental, but pupils will make an effort to resolve the problem and will want to resolve the problem. However, we recognise that repeated friendship problems or relational conflict can sometimes lead to bullying behaviour particularly when there is an imbalance of power [for example, when a group acts against an individual].

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour

Sexual Violence, Sexual Harassment and Sexually Harmful Behaviour (SHB) can occur between two children of any age and sex or with groups of children by sexually assaulting or sexually harassing a single child or group of children. We recognise that this behaviour can take place in a school or any setting where pupils are together and that the impact of this behaviour on children can be extremely distressing, impacting on their emotional health and wellbeing as well as affecting their academic achievement. Sexual Violence and Sexual Harassment must be referred immediately to the headteacher, who is our Designated Safeguarding Lead (DSL).

Bullying outside of school

We understand that bullying behaviour can take place on the way to and from school or in the wider community and can have a significant impact on a pupils' wellbeing and their ability to learn. We recognise that cyberbullying, in particular can mean that a child or young person can experience bullying behaviour throughout their day and including when they are at home. Therefore, we act to prevent and respond to bullying behaviour outside of school as far as we are able to. We may seek support from the Police and or the Community Safety Case Work Team to help us to do this effectively.

Strategies for the prevention and reduction of bullying

Children are regularly told through assemblies, the P.S.H.E (Personal, social, Health and Economic) programme and the

curriculum, of the appropriate people to tell if they are being bullied. This is to create a culture where pupils know that bullying will be dealt with properly. Victims need to be confident that the bullying will stop without any further repercussions.

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment with the aim of reducing the opportunities for bullying to occur.

These can include:

- Encouraging the whole school community to model appropriate behaviour towards one another.
- Undertaking regular questionnaires and surveys to monitor the extent of bullying in the school and the effectiveness of the anti-bullying policy.
- Making national Anti-Bullying Week a high-profile event each year and whole-school participation in annual activities of other events such as Black History Month, International Women's Day, Safer Internet Day and Diversity Week.
- E-safety being taught across the curriculum and through assemblies and visual reminders around the school community.
- Small group work interventions are used to support those who need extra help to develop their social and emotional aspects of learning.
- Awareness raising through regular anti-bullying assemblies.
- Circle time on bullying issues.
- Using drama activities and role-plays to help children be more assertive and teach them strategies to help them deal with bullying situations.
- Introducing playground improvements and initiatives such as OPAL (outdoor play and learning to improve the quality of children's play which may help reduce incidents of bullying).
- Setting up peer mentors or play leaders as support to children in the playground.

Parent responsibilities

Parents will have responsibility in supporting the school's policies, strategies and guidelines for behaviour by:

- Treating other parents, learners, staff and visitors of the Brentfield Community with respect.
- Reinforce the value of good behaviour by supporting the school in its use of rewards, interventions and consequences.
- Monitor your child's / children social networks / computer use.
- Approach the relevant members of staff to alert them if they have any concerns linked to bullying, rather than approaching parents.

Reporting bullying

Early identification of bullying is the most effective way of minimising bullying behaviour and the effects on the person being bullied. We also acknowledge that the pupil doing the bullying behaviour needs to understand that their behaviour is unacceptable and will need support to change their behaviour and explore the underlying reasons for bullying. Pupils are encouraged to report any harmful or hurtful behaviour, even if they are not sure whether it is bullying. They are encouraged to report for themselves or for their friends. They can do this through:

- Speaking to their class teacher
- Speaking to another trusted adult in the school community

- Speaking to a parent/other adult who may then contact the school in any of the ways listed
- Speaking to a friend and asking the friend to help tell an adult
- Calling a confidential helpline such as ChildLine.

In our school, we teach children to stand up for ourselves and each other (be an upstander) and not stand by (a bystander).

Managing an incident of bullying

The following steps should be followed when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be immediately dealt with and passed on to the Senior Leadership Team.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- The issue will be identified, and workable solutions suggested.
- Parents will be called in for a meeting.
- Sanctions (as identified within the school behaviour policy) and support for individuals will be implemented, in consultation with all parties concerned.
- Discussion on the impact of their behaviour on the target will be discussed.
- Circle time in class in the next few days to discuss generally the impact of bullying and how it feels to those on the receiving end of the abuse.
- If possible, the pupils will be reconciled.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- A clear and precise account of the incident will be recorded on CPOMS by the teacher, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- Report all incident of bully and racism to the governing body.

Monitoring and Evaluation

This document will be monitored and evaluated regularly and updated to take account of new Government and local guidance, and the views of the whole school community.

Links with other Policies

Below is a list of policies that should be read in conjunction with the Anti-Bullying policy. This is not an exhaustive list.

Safeguarding Policy

Behaviour Policy

Online Safety Policy

Equality Objectives

Relationships and Health Education policy

Specialist Organisations

The following organisations provide support for schools and parents dealing with specific bullying issues including the social, mental or emotional affects caused by bullying.

Place2Be: A charity aimed at improving children's mental health and self-esteem. <https://www.place2be.org.uk/>

ChildLine: Support and advice for children and families <https://www.childline.org.uk/> 0800 1111

NSPCC: An organisation that gives a voice to children when no one is listening. They stand up for children across the UK by finding the best ways to prevent abuse and neglect. <https://learning.nspcc.org.uk/safeguarding-child-protection>

The Anti-Bullying Alliance (ABA): Founded in 2002 by NSPCC and National Children's Bureau, the Anti-Bullying Alliance (ABA) brings together over 100 organisations into one network to develop and share good practice across the full range of bullying issues. www.anti-bullyingalliance.org.uk

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers. <https://www.thinkuknow.co.uk/>

Schools Out: Offers practical advice and resources (including lesson plans) to schools on LGBT equality in education. <http://www.schools-out.org.uk/training.htm>

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. <https://www.mencap.org.uk/>

Educate Against Hate: provides teachers, parents and school leaders practical advice and information on protecting children from extremism and radicalisation. <https://educateagainsthate.com/>

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism. <http://www.theredcard.org/england>

Kick It Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. <http://www.kickitout.org/>

Disrespect No Body: A Home Office led campaign which helps young people understand what a healthy relationship is. This website includes teaching materials to be used in the classroom. <https://www.disrespectnobody.co.uk/>