

Barrow CEVC Primary School

Inspire, Create, Discover, Together

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Headteacher: Mrs H Ashe BA (Hons)



Anti Bullying Policy	
Originated by:	Jo Woodland
Reviewed by:	Jo Woodland
Review date:	January 2019
Distributed to:	All Staff
Distribution date:	Feb 2019
Adopted at Governors' Meeting	Feb 2019
Signature of Chair of Governors:	
Next review date	Spring Term 2021

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Rationale

At Barrow School we recognise that bullying can occur. When it does it can be harmful both physically and emotionally for the victim. It can also be a sign that the child carrying out the bullying has underlying issues that need to be addressed. The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively.

What is bullying?

Bullying is deliberately hurtful behaviour by an individual or group, with the intention of hurting another child. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. We believe that there are a number of types of bullying.

Emotional: excluding from a group, tormenting, ridiculing, humiliating

Physical: hitting, punching, pinching kicking or taking someone's belongings.

Verbal: name calling, insulting, indirect bullying, spreading stories about someone, threats, making fun of someone

Racist: racial taunts, gestures, making fun of someone's culture or religion

Sexual: unwanted physical contact, sexually abusive or sexist comments

Cyber: setting up hate websites, offensive e-mails and texts

Homophobic: because of, or focusing on the issue of sexuality

It is important to understand that bullying is **NOT** odd occasion falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

It is bullying if it is done repeatedly and on purpose.

Whenever the opportunity arises it must be made profoundly clear that we will not tolerate bullying at Barrow School. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can grow and learn in a relaxed and safe environment.

Why do we tackle bullying?

We tackle bullying as an issue because we are an effective, caring school and we believe that:

- Bullying makes people unhappy and leads to low self-esteem.
- Pupils who are being bullied are unlikely to concentrate fully on their schoolwork.
- Some pupils avoid being bullied by not attending school.
- Pupils who observe unchallenged bullying behaviour may copy this anti-social behaviour.
- We wish to build the self-esteem of all pupils, especially bullies and victims.

Role of Staff

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

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Staff have agreed to:

- Provide children with a framework of behaviour including rules which support the whole school policy.
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere.
- Raise awareness of bullying through activities, stories, role-play, discussion, peer support, school council, PSHE etc.
- Through the head teacher, keep the governing body well informed regarding issues concerning behavior management.
- Provide a key staff member who is responsible for the monitoring of the policy.

Role of Governors

Governors have a duty to:

- Support the head teacher in attempts to eliminate bullying from our school.
- Regularly monitor incident reports and action taken to be aware of the effectiveness of this policy.
- Receive updates of incidents in Head teachers Report to Governors.

Role of Parents

Parents have an important part to play in our anti bullying policy.

We ask parents to:

Look out for unusual behaviour in their child – for example not wanting to attend school, feeling ill regularly, or not completing work to their usual standard.

Always take an active role in your child's education, enquire how their day has gone, who they have spent time with etc.

If you feel your child may be a victim of bullying behaviour, inform the school. Your complaint will be taken seriously and appropriate action will follow.

If you feel a child has bullied your child, please do not approach that child in the playground or on their way home. Please inform the school immediately.

It is important that you do not advise your child to fight back or to repeat the bully's behaviour. This will only make the situation worse.

Tell your child it is not their fault they are being bullied.

Reinforce the school policy on bullying and ensure your child is not afraid to ask for help.

If you know your child is involved in bullying, please discuss the issues with them and inform the school. The matter will be dealt with appropriately.

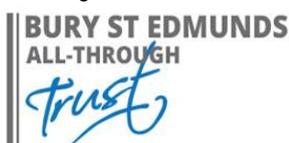
Procedures for reporting and responding to bullying incidents

Allegations and incidents of bullying at Barrow School will be taken seriously by all staff and dealt with impartially and promptly. All of those involved will have the opportunity to be heard. Staff will support all children involved whilst the allegations and incidents are investigated and resolved.

The following procedures are to be followed:

Incidents of reported bullying need to be reported to the class teacher and the Deputy/Head teacher.

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The class teacher will speak to all children involved about the incident separately or if appropriate as a group.

This will be reported to the Deputy/Head teacher. The problem will be identified and possible solutions suggested

Staff will attempt to adopt a problem solving approach through circle times and/or drama activities.

Appropriate action will be taken to end the bullying behaviour or threats of bullying. The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied i.e. loss of privileges,

An attempt will be made and support given to help the bully (bullies) understand and change his/her behaviour.

As part of the process parents may be invited to school to discuss the situation. Serious incidents will be recorded and kept on file.

In repeated or serious cases the school may use the following sanctions: lunch time exclusion, fixed term exclusion, permanent exclusion.

Strategies for the prevention and reduction of bullying

Whole school initiatives and proactive teaching strategies will be used throughout the school to develop a positive learning environment.

These include:-

Work by all staff to show support of each other, provide positive role models and show common disapproval of unacceptable behaviour.

Regular PSHE teaching following the agreed scheme of work

Awareness through anti bullying assemblies

Circle time

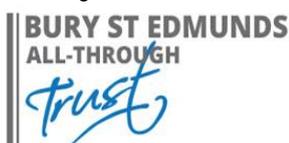
Drama/role play activities

Playground buddies

E-Safety lessons

The whole school ethos encourages positive behaviour and attitudes towards each other.

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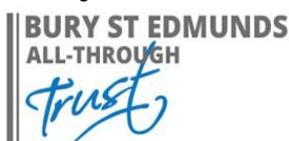


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EQUALITY IMPACT ASSESSMENT

Part A :- SCREENING EIA							
General Information							
1. Title of the policy or practice being assessed:							
Anti Bullying Policy							
2. Aim(s) of the policy or practice being assessed:							
The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively.							
3. Type of policy or practice being assessed:							
Existing				Proposed			
✓							
4. Name of person responsible:							
For the policy or practice				For completing this EIA			
Dawn Marshall				Jo Woodland			
5. Which members of our school community are affected/likely to be affected by the policy or practice?							
Pupils	Staff	Parents and carers	Governors	School volunteers	Visitors to the school	Other –	
✓	X	X	X	X	X	X	
6. Does or could this policy have a negative impact on any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
X	X	X	X	X	X	X	X
<i>Undertake a full EIA if any answer is 'yes' or 'not sure'.</i>							
7. Does or could this policy help promote equality for any of the following?							
Age	Disability	Gender	Gender identity	Pregnancy or maternity	Race	Religion or belief	Sexual orientation
✓	✓	✓	✓	✓	✓	✓	✓
<i>Undertake a full EIA if any answer is 'no' or 'not sure'.</i>							
<i>Any adverse impacts are explored in Part B :- the Full Impact Assessment below.</i>							

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Part B :- FULL EIA

1. Identify the aims of the policy and how it is implemented.

- The purpose of this policy is to enable adults in the school to recognise bullying when it takes place and to deal with it effectively.
- It will be implemented if it thought that bullying being the deliberately hurtful behaviour by an individual or group, with the intention of hurting another child. Where it is repeated, often over a period of time and when it is difficult for those being bullied to defend themselves.

2. Assessment of impact (with regard to protected characteristics)

Protected Characteristics	Assessment of impact	Consideration of alternative measures or adjustments.	Consultation	Data to support the Assessment
Age	All children will be protected under this policy aims and implimentation.			
Disability				
Gender				
Gender identity				
Pregnancy or maternity				
Race				
Religion or belief				

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Sexual orientation				
3. Monitor for adverse impact in the future				
➤				
➤				
➤				
4. Publication of results of the impact assessment				
➤				
➤				
➤				

Part C :- EIA ACTION PLAN					
Actions recommended as a result of this impact assessment.					
Issue/Objective	Action required	Lead person	Timescale	Resource implications	Comments