

Brinsworth Howarth Primary School



ANTI-BULLYING POLICY

January 2024

Date for Review - January 2025

## Introduction

Brinsworth Howarth Primary School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance and harmony both within and outside of school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We celebrate diversity and promote cohesion within our community. We have high expectations of all pupils, staff and parents, and strive to create a school community in which all children can fulfil their potential.

Bullying of any kind is unacceptable at Brinsworth Howarth Primary School. If bullying does occur, all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy, and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate.

All bullying incidents will be recorded by staff via RecordMy and all reported incidents will be actioned by our Anti-Bullying Co-ordinator Mrs Rebecca Markell, our Headteacher Mrs Maxine Crawford, or our Deputy Headteacher, Mrs Jo Cook.

This policy reflects the following guidance:

'Preventing and Tackling Bullying', Department for Education 2017

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

### **Ofsted (2022) expect that:**

- relationships among learners and staff reflect a positive and respectful culture. Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread
- there are clear records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents.

### **What is Bullying?**

"Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally" **DfE definition**

Bullying can be physical or emotional and it can take many forms (for example, cyber-bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups.

'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out physically, verbally, emotionally or online.' **Anti-Bullying Alliance Definition**

Some of the reasons pupils may be bullied are as follows:

- Race, religion or culture
- Special Education Needs or disability
- Appearance e.g. being over-weight or health conditions
- Home circumstances and lifestyles including young carers and looked after children
- Sexist or sexual bullying
- Gender
- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

Bullying behaviours include:

- **Verbal** e.g. name-calling, making offensive comments, taunting
- **Physical** e.g. kicking, hitting
- **Emotional** e.g. spreading hurtful and untruthful rumours, excluding people from groups
- **Cyber** e.g. inappropriate texting/emailing, inappropriate use of online messaging/social media e.g. sexting
- **Written/drawn** e.g. ridicule through drawings and writing e.g. on planners/PC's
- **Incitement** e.g. encouraging others to bully
- **Extortion** e.g. demands for money or personal property
- **Racist** e.g. racial taunts, graffiti, gestures
- **Damage to or theft of property** e.g. theft of bags, tearing clothes, ripping books

This is by no means a comprehensive list of reasons and behaviours and some evolve at different times.

### The Impact of Bullying

Some of the effects are:

- Poor school attendance
- Lower academic achievement
- Low self esteem and poor self-worth
- Lack of confidence
- Anxiety
- Loss of identity
- Feelings of guilt
- Long term mental health difficulties

### Signs of Bullying

- Reluctance to attend school
- Poor school performance
- Behaving out of character
- Missing or damaged belongings
- Self-harm
- Increased episodes of illness (real / imaginary)

These signs and behaviours could indicate other problems, but bullying should be considered as a possibility and be investigated.

## **BRINSWORTH HOWARTH SCHOOL ANTI-BULLYING STRATEGY**

### **What we will do as a school:**

- Ensure the whole school community has an understanding of bullying and its consequences.
- Appoint a designated member of staff as anti-bullying co-ordinator.
- Appoint an anti-bullying Governor.
- Ensure that there are clear and consistent pathways for reporting incidents of bullying which are known to all members of the school community.
- Implement a consistent system for recording and analysing incidents of bullying.
- Develop a preventative approach to bullying. Students will be encouraged to recognise that not only do they have rights, but the choices they make bring responsibilities.
- Review the anti-bullying policy annually in consultation with the whole school community.
- Identify areas in school where bullying could/has been known to occur, and make these safe.
- Be aware of factors that may cause some children to be more vulnerable than others.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.
- Foster a clear understanding that bullying, in any form, is not acceptable. This will be achieved by:
  - Developing a child friendly policy.
  - All staff regularly praising positive and supportive behaviour in line with the Relationships and Behaviour policy.
  - Providing opportunities for all children to develop their empathy and emotional intelligence.
  - Treating any reported incidents seriously and dealing with them immediately.
  - If a child is found to be the victim of bullying outside school, then help and support will be offered and advice given on how to avoid further incidents in future. The victims and perpetrators parents will be informed.

### **How we will work with victims of bullying:**

- Ensure that there are clear pathways for reporting bullying.
- Ensure that victims are listened to.

- Ensure that strategies are put in place to support individual needs.
- Ensure victims and their parents/carers are consulted, and kept involved and informed.

#### **How we will work with those accused of bullying:**

- Ensure that perpetrators are listened to, acknowledging that they are sometimes themselves victims of bullying and abuse.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators, and their parents/carers, are consulted and kept involved and informed.
- Implement appropriate sanctions and learning programmes, for example:
  - counselling/instruction in alternative ways of behaving.
  - rewards/positive reinforcement in order to promote change and bring unacceptable behaviour under control.
  - adult mediation between the perpetrator and the victim (provided this is safe for the victim).
  - fixed periods of exclusion.
  - permanent exclusion (in extreme cases, which may involve violence).

#### **How we will work with bystanders/defenders:**

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.
- Implement appropriate learning programmes and awareness raising about the impact of bystanders.

#### **Strategies we may use for a preventative approach include:**

- Circle Time sessions
- Assemblies
- Peer mentoring (play leaders and play buddies)
- Peer mediation
- Support from external agencies e.g. Mrs Ann Foxley-Johnson (Anti-Bullying Company)
- Participation in Anti-Bullying Week
- Working towards and maintaining local/national anti-bullying awards (Brinsworth Howarth currently holds the Rotherham Anti-Bullying Gold Award status 2019)

#### **How we will educate the school community:**

- Emphasise through all aspects of the curriculum that bullying will not be tolerated.
- Ensure that the anti-bullying co-ordinator attends appropriate training and development.

- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community including pupils with Special Educational Needs (Social, Moral, Spiritual and Cultural education via the curriculum).

### **How will we work with parents and carers?**

We will ensure that:

- there are clear pathways for parents/carers to report incidents of bullying, including who to actually report the concern to (parents should always contact the class teacher in the first instance).
- every opportunity is given to parents/carers to share their concerns.

Where a parent/carer is dissatisfied with the school's handling of a situation, the head teacher will seek to resolve the situation informally. In the event of a formal complaint, the school's agreed complaints procedure will be invoked. (See Appendix 2 - Procedures in school for reporting bullying).

- We will ensure appropriate agencies' contact details who can support staff are available for example in the staff handbook and/or section of school website and on notice boards in the staff rooms e.g. Westfield Counselling Helpline 0800 092 0987, Human Resources and Union Representatives. Cyberbullying of staff from within the school community should be reported via the CEOP link.
- We will ensure all staff are confident in appropriate reporting procedures if bullying occurs.

## **Appendix 1. Support Agencies we may consult**

Anti Bullying Development Officer - Sue Horton, Rotherham MBC  
[Susan.horton@rotherham.gov.uk](mailto:Susan.horton@rotherham.gov.uk) Tel: 01709 823688

Rotherham MIND: Tel: 01709 919929

Rotherham Healthy Schools: [healthyschools@rotherham.gov.uk](mailto:healthyschools@rotherham.gov.uk) Tel 01709 740226

**Anti-bullying Alliance** - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues  
[www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)

**Kidscape** [www.kidscape.org.uk](http://www.kidscape.org.uk) 02077303300

**Childline** - advice and stories from children who have survived bullying  
08000 1111

**Bullying on line** [www.bullying.co.uk](http://www.bullying.co.uk)

**Parentline Plus** - advice and links for parents [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)  
08088002222

**Parents Against Bullying** 01928 576152

### **Useful sources of information**

**Mermaidsuk.org.uk** - family and individual support for teenagers and children with gender identity issues. [www.mermaidsuk.org.uk](http://www.mermaidsuk.org.uk)

**Stonewall** - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. [www.stonewall.org.uk](http://www.stonewall.org.uk).

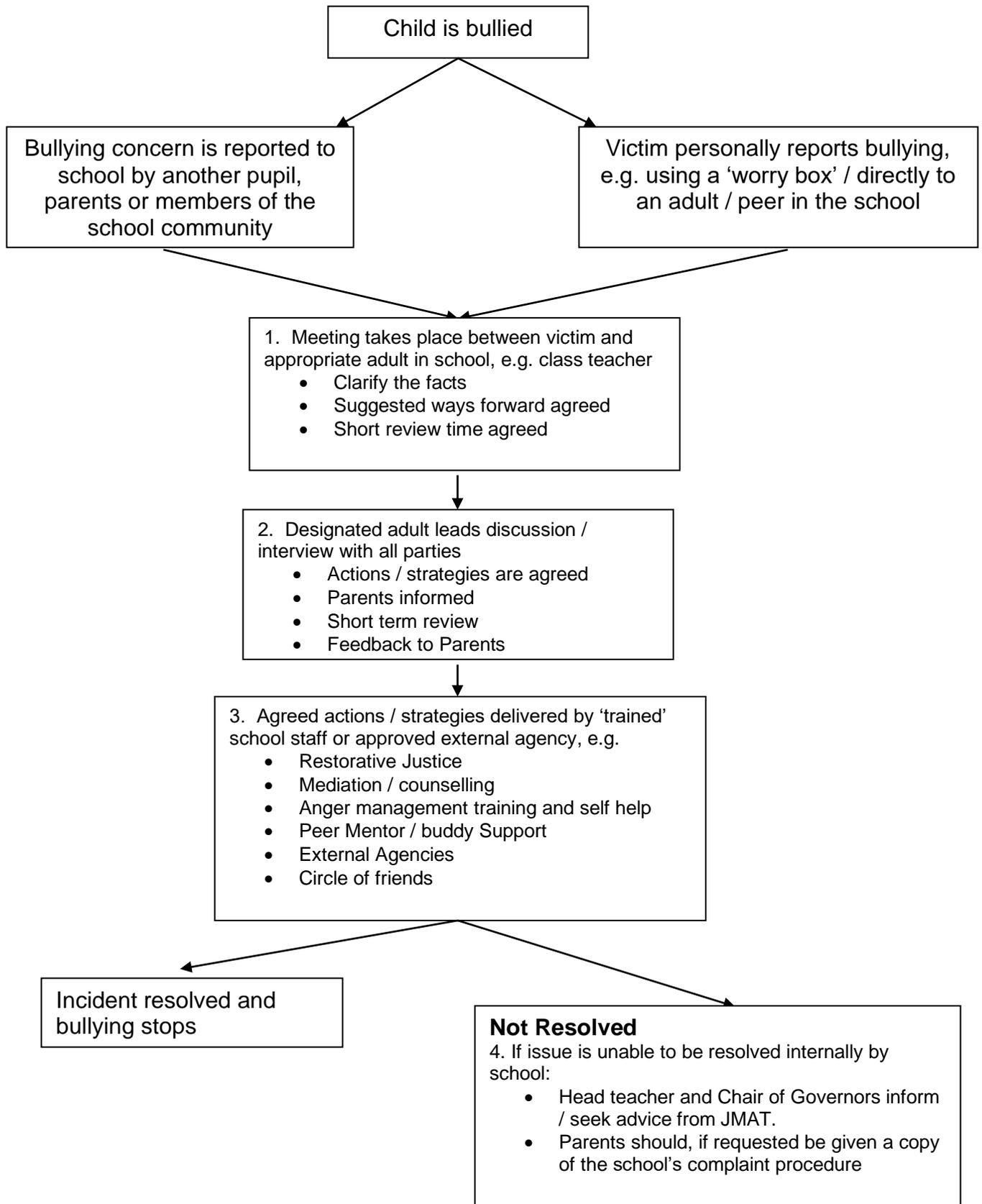
**Cyberbullying.org** - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site  
[www.cyberbullying.org](http://www.cyberbullying.org)

**Chatdanger** - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting [www.chatdanger.com](http://www.chatdanger.com)

**Think U Know** - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

**Know IT All for Parents** - a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement [www.childnet-int.org/kia/parents](http://www.childnet-int.org/kia/parents)

**Appendix 2. Recommended procedures in school for reporting bullying: pathways of help**



### Appendix 3. Ofsted briefing exploring the school's actions to prevent homophobic bullying.

#### Exploring the school's actions to prevent homophobic bullying

- Inspectors should make sure that questions are age-appropriate and asked in the right context.

With primary pupils, inspectors might explore whether:

- pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong.
- pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'.
- pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads).
- pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

With senior leaders, and when looking at documentary evidence, inspectors might explore:

- whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon.
- whether there is any homophobic language used against staff.
- the school's actions to prevent homophobic bullying.
- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality.
- whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language.
- whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance.
- how the school seeks to support LGBT pupils and those from LGBT families.
- whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language.
- whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies.
- whether policies include reference to carers as well as parents.

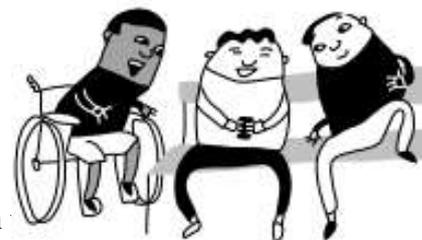
With governors, inspectors might explore:

- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia.
- whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively.
- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

## Overarching principles schools must adopt to tackle bullying of pupils with SEN and disabilities

**Inclusion** - Children and young people with SEND are included and participate fully in all aspects of school life.

**Language** - Disablist language is taken as seriously as homophobic or racist language.



**Role models** - All school staff are role models to others within others.



**Difference** – difference is actively and visibly celebrated and welcome across the whole school.

**Participate** - Children and young people with special educational needs and / or disabilities (SEND) are included in decisions about them and are listened to and influence strategies and approaches to prevent, report and respond to incidents of bullying.

**Partnership** - Schools and other settings work in partnership with parents and carers when preventing, reporting and responding to incidents of bullying involving their child.

**Report** - All pupils within the school and their parents and carers understand how to report incidents of bullying.

**Acknowledge** - Children and young people with SEND and their parents and carers are acknowledged, believed and taken seriously when reporting incidents of bullying.



**Respond** - Children and young people with SEND help to formulate appropriate action to respond to incidents of bullying.



**Policies** - These principles are embedded within school policies on bullying and behaviour and adopted within a whole school approach to behaviour, inclusion and wellbeing. They are widely and actively promoted to school staff, children and young people and their parents and carers.

## **Ofsted School Inspection Handbook (2022)**

### **Grade descriptors for behaviour and attitudes.**

#### **Outstanding (1)**

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties.
- Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the wellbeing of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

#### **Good (2)**

- The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.
- Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.
- Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.
- Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

### **Requires improvement (3)**

- Behaviour and attitudes in the school are not good.

# Our Child Friendly Anti-Bullying Policy



Written by Mrs Howells and the School Councillors  
December 2023

## School statement on bullying

This school is a place where everyone has the right to be themselves.

It's a place where everyone can feel safe, be happy and learn.

Everyone at our school is included and acts with respect and kindness towards each other.

Our school takes bullying very seriously.



## What is bullying?

Bullying is when a person is hurtful or unkind to someone else on purpose and usually more than once. Bullying can be done by one person or by a group of people. A useful way to remember bullying is:

**SEVERAL  
TIMES  
ON  
PURPOSE  
(and hurtful!)**

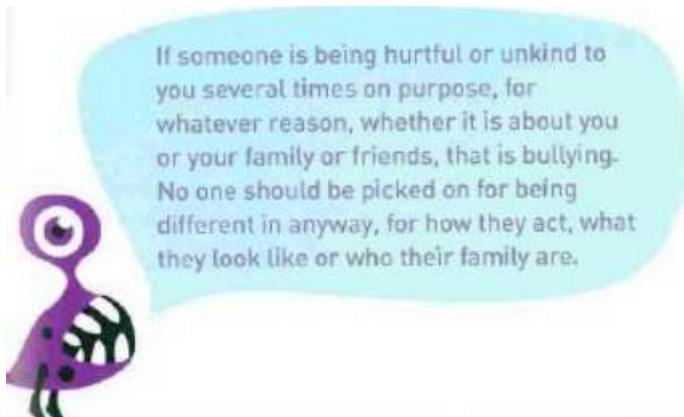


- Hitting or saying you are going to hit someone.
- Touching someone when they don't want you to.
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people.
- Stealing or damaging someone else's belongings.
- Ignoring someone on purpose or leaving them out.
- Sending hurtful or unkind texts, emails or online messages to someone or about someone.



- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying
- Homophobic or biphobic bullying
- Transphobic bullying

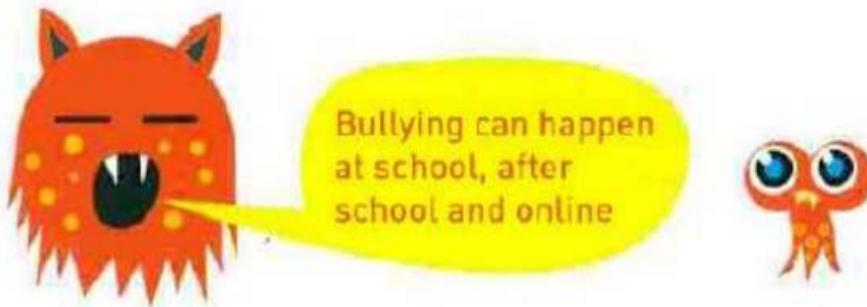
- Special educational needs or disability bullying
- What someone looks like
- Where someone lives or who they live with



### Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen. Pupils who bully can be older, younger, bigger or smaller than you. Pupils who bully pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

### Where does bullying happen?



### What should I do if I think someone is being bullied?

In our school we all take responsibility in keeping each other safe. **It is never OK to see someone being bullied and do nothing (being a bystander).**

You can tell people to stop (**become a defender**) or you can tell an adult about what has happened.

If you think someone is being bullied then talk to the person, ask if they're okay and ask if you can help them talk to a teacher or an adult they trust.

## What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friend, either at school or at home. If you have already told an adult about bullying you can still tell them again.

### You can:

- Tell a teacher - your class teacher or any other teacher
- Tell a friend you trust
- Tell any other adult staff in school - such as Teaching Assistants, midday supervisors or the school office
- Tell an adult at home
- You can also write a note about the bullying in your class worry box

If you tell a teacher or adult at school, **they will be able to help you**. They will tell the headteacher and your parent or carer so that they can help you. **Telling an adult will never make bullying worse**. They will talk to you and the people bullying to find ways to stop the bullying and keep you safe.



### ALWAYS

- Tell an adult immediately.
- If it's you being bullied, walk away and tell someone.
- Ask the person who is being bullied what they need (space or a friend to talk). Sometimes too much fuss can be overwhelming at the time.
- Offer to play with the victim and try to cheer them up.



### NEVER

- Ignore it and be a bystander.
- Leave someone who is being bullied alone.
- Do what the bully says.
- Get angry and retaliate.
- Be afraid to come to school.

*At Brinsworth Howarth Primary School, we work together to STOP bullying.*

*We want the school to be safe and happy for everyone.*

*We work hard together to help everyone understand and one another.*



## What do the staff and children at Brinsworth Howarth do to stop bullying?

- Make sure our school is a place where everyone can feel safe and happy. That means no bullying allowed!
- We help everyone to get on with each other and we believe that everyone has the right to feel safe and be who they are.
- We learn about people's differences so we can understand and be respectful.
- Mrs Crawford and Mrs Greaves organise lots of assemblies and events to encourage us to be kind to each other and also spot the signs of bullying.
- Annual events like Anti-Bullying Week and Odd-Sock Day help us to spread the word about anti-bullying.
- All members of staff, always listen and help us if we are worried about bullying.
- School councillors and Play Leaders will make sure that no child is alone on the playground (unless they want to be).
- We celebrate acts of kindness and being a good friend.



Signed by the School Council December 2023

