



Berry Pomeroy

Parochial CE Primary School

Anti Bullying Policy

Appendix 1 – Bullying and Prejudice related incidence form

In this school we aim to tackle bullying by trying to prevent it from happening in the first place and by tackling it consistently, fairly and effectively when it does.

At Berry Pomeroy Parochial CE Primary School we treat each other with kindness and respect. We believe that bullying is wrong as it makes people feel hurt or afraid and may have a deep impact.

We believe that bullying is unkind behaviour. It can include physical hurting and leaving people out as well as damaging people's things and making fun of people. We don't allow unkind or cruel behaviour in our school. Not all unkind behaviour is bullying. The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
- that it is deliberate and not accidental;
- that it involves the person doing the bullying having some sort of power over the person experiencing the bullying – such as being bigger, having a 'gang' of friends or having a toy or something that everybody wants to play with.

Children will often fall out with friends or say unkind things when they are angry. This is different from bullying.

We believe that most children both use and experience bullying behaviour at one time or another, and that all children can change their behaviour, with appropriate support.

At our school **EVERYONE** has an important part to play in discouraging and preventing bullying from happening.

Whenever the opportunity arises it must be made clear that we will not tolerate bullying. Children must be encouraged to tell adults, be given strategies for self help and staff must always be observant

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- All staff must record all bullying that is observed or reported. This must be reported to the Headteacher.
- Incidents of bullying will be logged in the 'Bullying File' (in the Office). All incidents will be taken seriously, and children involved will be given time to talk to a trusted adult.
- We will look at all sides of the problem to help find a way forward.
- Parents will be involved whenever possible.
- Programmes will be put in place to support the child. Programmes will also be undertaken by the bully.
- Follow up activities are a vital part of any support. Review dates must always be set and recorded in the Bullying File.

KEY ACTIONS

1. **Believe the child**
2. **Do something about it.**
3. **Keep on checking and reviewing.**

Bullying can take the form of the following:

PHYSICAL BULLYING – hurting and being aggressive towards someone
VERBAL BULLYING – name calling, jeering, teasing and being abusive towards someone.

EMOTIONAL BULLYING – destroying someone's self esteem and confidence

INDIRECT BULLYING – spreading rumours and deliberately excluding someone

CYBER BULLYING – using computers, mobile phones etc. to send messages, spread rumours, intimidate or share images of bullying events.

WHAT TO DO if you see or know someone is being bullied:

- **Don't smile or laugh** – it will encourage the bullies to carry on.
- **Don't join in** – it is your responsibility to help stop bullying
- **Don't be a bystander**
- **Do tell the bully to STOP** – if you don't you are encouraging bullying
- **Do encourage your friend who is being bullied to come and join in your game or activity.**
- **Do tell an adult what happened** – they need to know straight away

ALWAYS TELL AN ADULT IF YOU ARE BEING BULLIED

WHAT TO DO IF YOU ARE BULLIED.

DURING the bullying:

- **Don't smile or 'go along with it'**
- **Tell the bullies to STOP** – say you don't like what they are doing.
- **Get away as soon as possible** – join another pupil or group if you can.
- **Tell an adult as soon as possible**

AFTER the bullying:

- **TELL** someone what has happened – don't keep it a secret.
- **TELL** your family – they can help you.
- **TELL** your teacher or adult in school that you trust– ask a friend to go with you if it helps.
- **Keep on speaking up until someone listens.**

INFORMATION FOR PARENT

Bullies always say things will get worse if you tell.

This is not true.

Telling someone is the first step in getting things sorted out.

There are lots of different ways to sort the problem out.

WHAT TO DO - if you think your child is being bullied.

- Talk calmly with your child about his / her experience
- Make a note about what he / she says.
- Try and listen to your child's point of view.
- Try not to jump to conclusions – it is really helpful to gather information from all sides.
- Reassure your child that he / she has done the right thing.
- Explain that from now on we will work together to help stop it happening again, and so any further incidents should be reported to an adult as soon as possible
- Explain the situation to a member of school staff. Staff will liaise with the Headteacher and Special Needs Co-ordinator to ensure that a plan is put into place and review dates set.

We have many adults in school to help and support both your child and you. We are all here to help. Your child might identify a special trusted adult that they would especially feel confident talking to:

Be prepared that to fully resolve a deep-rooted problem successfully takes time, teamwork and patience.

(Bullying actions can become bullying behaviours if not clearly addressed)

WHAT TO DO - if your child is bullying others:

- Talk with your child and explain that his / her behaviour is unacceptable.
- Make an appointment with your child's class teacher
- Ask the school for progress regularly
- Give your child clear guidelines and lots of praise when he / she is co-operative or helpful.

Helpful Contacts:

If you would like further advice, the following organisations offer a range of support.

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Anti-bullying Network

Information sheets for young people, parents and school staff as well as information and links to relevant organisations.

W: www.antibullying.net

Bullying at School

Information for children and young people, advice for sisters, brothers, friends and families, school resources, links and research section, from SCRE (Scottish Centre for Research in Education).

W: www.scre.ac.uk/bully/

Bullying Online

Sections on advice for parents, pupils, teachers and youth workers, legal advice, school projects, problem page for children and young people, mobile phone bullying, racist bullying, safety in cyberspace, help for bullies, tips, links, sample letters, anti-bullying policies, outside-school issues, advice from a governor, guidelines from National Association of Head Teachers and DfES.

Tel: 020 7378 1446

W: www.bullying.co.uk

Childline

24-hour helpline for children and young people in the UK. Also, teachers' packs, quizzes, stories, information sheets, policy and campaign information.

Tel: 0800 1111

W: www.childline.org.uk

Don't suffer in silence

DfES site on bullying with sections for pupils, teachers, parents and families; includes case studies, anti-bullying packs for schools, links to other sites.

W: www.dfes.gov.uk/bullying

Kidscape

Frequently asked questions on bullying for children and young people, information and training for parents and professionals, anti-bullying policies and related guidelines, peer support schemes, publications and links.

Tel: 0845 120 5204

W: www.kidscape.org.uk

Parentlineplus

Support for anyone parenting a child and for professionals, wide range of topics, training, information for children (7–11) and for young people (11–16), quiz, factsheets, leaflets, other publications, news.

W: www.parentlineplus.org.uk

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Appendix 1 -

Bullying and Prejudice Related Incidents Form

BPRI Form

Details of those involved:

Names:	Target(s)	Aggressor(s)
<p>Please also provide per name:</p> <ul style="list-style-type: none"> • Year Group/Staff/Guardian/Visitor. • Ethnicity (and religion if relevant). • Disability or SEN? • Gender. • Child in Care (CiC)? 		

Type of incident (tick all that apply):

<input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia).	<input type="checkbox"/>	<input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate).	<input type="checkbox"/>	<input type="checkbox"/> Damage to personal property.
<input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching).	<input type="checkbox"/>	<input type="checkbox"/> Cyber bullying (e.g. text, facebook or email).	<input type="checkbox"/>	<input type="checkbox"/> Threat with a weapon.
<input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments).	<input type="checkbox"/>	<input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding).	<input type="checkbox"/>	<input type="checkbox"/> Theft or extortion.
<input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity).	<input type="checkbox"/>	<input type="checkbox"/> Homophobia (e.g. derogatory use of the word “gay”).	<input type="checkbox"/>	<input type="checkbox"/> Sexism/Sexual harassment.
<input type="checkbox"/> Disability related.	<input type="checkbox"/>	<input type="checkbox"/> Religion or belief related.	<input type="checkbox"/>	<input type="checkbox"/> Gender identity related.
<input type="checkbox"/> Related to the target’s perceived characteristics (e.g. their skin colour or learning disability).	<input type="checkbox"/>	<input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc).	<input type="checkbox"/>	<input type="checkbox"/> Persistent Bullying Other (<i>please describe below</i>):

Description of the incident(s):

When did it happen? (date & time)	Where did it happen?	Summarise what happened and who was involved including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the aggressor(s)	With the target(s)	With the school
<input type="checkbox"/> Apology to the target(s).	<input type="checkbox"/> Comfort and reassurance.	<input type="checkbox"/> Staff/governor training.
<input type="checkbox"/> Awareness raising (behaviour unacceptable/valuing diversity).	<input type="checkbox"/> Buddying, mentoring or peer support.	<input type="checkbox"/> Class/peer group workshop.
<input type="checkbox"/> Restorative justice.	<input type="checkbox"/> Counselling.	<input type="checkbox"/> Assembly subject.
<input type="checkbox"/> Disciplinary action.	<input type="checkbox"/> Referral to specialist help/agency.	<input type="checkbox"/> Review of curriculum or policy.
<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Notify parent(s)/guardian(s).	<input type="checkbox"/> Campaign e.g. posters.
<input type="checkbox"/> Exclusion.	<input type="checkbox"/> Medical treatment.	<input type="checkbox"/> Letter to parent(s)/guardian(s).
<input type="checkbox"/> Notify police (if criminal activity).	<input type="checkbox"/> Set review dates.	<input type="checkbox"/> Initiative with learning community/loc authority.
<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):	<input type="checkbox"/> Other (<i>please describe below</i>):

Repeat incidents:

Select if this is a repeat Incident.	<input type="checkbox"/>
Date(s) of previous incident(s):	

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

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Form completed by:

Print name	Position	Signature	Date
Name of School and contact details:			

Select if you would like the local authority to contact you about the support available.

Send to: reducingschoolbullying@babcock.co.uk or Reducing Bullying in Schools, Babcock LDP, 2nd Floor, Milford House, Pynes Hill Exeter, EX2 5GF.

Please refer to the BPRI Guide for further information.

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