Bradshaw Hall Primary School

Bradshaw Hall Primary School
Vernon Close,
Cheadle Hulme,
SK8 6AN

Date Reviewed:	**Spring 2022**
Date Ratified & Adopted by the Governing Board:	**Spring 2022**
Signed - Head Teacher	
Signed - Chair of Governing Board	
Next Review:	**Spring 2024**
Comments:	Adapted & Adopted from Local Authority model policy Spring 2018

ANTI-BULLYING POLICY

Aim:

At Bradshaw Hall Primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted.

At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.
We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.
We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

'Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt an individual or group, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

We believe that:

- All bullying is unacceptable irrespective of how it happens and/or what excuses are given in an attempt to justify it
- We must investigate all incidents of bullying and act where necessary, supporting both the bully and the victim at all times
- Children who bully must be held to account for their wrongdoing, but may need support to change their attitudes and behaviour
- All inappropriate language that perpetuates attitudes underpinning bullying behaviour must be challenged at all times
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying
- We must communicate with parents/carers regarding any concerns about bullying and deal promptly with complaints
- All our children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults
- It is important to focus upon preventing bullying behaviours in school

Identifying and supporting vulnerable children

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We work closely in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, teenage parents and those with other special needs who may find it more difficult to build and maintain friendships.

As a school we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents

1. age
2. disability
3. gender reassignment
4. marriage or civil partnership (in employment only)
5. pregnancy and maternity
6. race
7. religion or belief
8. sex
9. sexual orientation

Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

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• are in foster care or residential homes (looked after children)
• are understood to be at risk from a range of safeguarding or child protection issues i.e. safeguarding / organised crime groups
• have specific special educational needs (especially on the autistic spectrum)
• have a disability or impairment
• are from minority ethnic backgrounds
• are refugees or asylum seekers
• start a school or activity group mid term
• are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
• speak a first language other than English
• are young carers
• have suffered bereavement
• have suffered domestic violence
• have experienced physical or emotional trauma
• have a parent that was a victim of bullying.
 • experienced poverty or deprivation

Methods of bullying:

There are a number of **bullying behaviours that** can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, 'jokes', mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care

- Non-verbal – staring, body language, gestures

- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures

- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, burn pages (on Facebook), the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions (on ask.fm), nasty inbox messages

- Parental incitement

We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

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Peer Abuse

Children and young people who harm others (also referred to as Peer-on peer abuse): Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.

There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case by case basis. (Firmin, C. 2017. *Abuse Between Young People*). Our school has a clear pathway for dealing with such incidents.

Types of Bullying

Bullying can be based on any of the following:

• Race (racist bullying)
• Religion or belief
• Culture or class
• Gender (sexist bullying)
• Sexual orientation (homophobic, or bi-phobic bullying)
• Gender identity (transphobic bullying)
• Special Educational Needs (SEN) or disability
• Appearance or health conditions
• Related to home or another personal situation
• Related to another vulnerable group of people

No form of bullying will be accepted and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on SIMS recording system and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Staff should be encouraged to report the use of derogatory language through their own school systems.

Prejudice-based incidents

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A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying
However, we also recognise that the list is not exhaustive

- o disturbed sleep
- o bed-wetting
- o head and stomach aches
- o problems with concentration,
- o changes in behaviour and attitude
- o truanting
- o bullying other children
- o damaged or missing clothes / money / property,
- o asking for more money than usual or stealing money
- o withdrawn or changes in their usual behaviour patterns or attitude
- o distressed or emotional and finds it hard to articulate their feelings
- o changes in their eating patterns
- o changes in their online activity
- o shows evidence of self-harming or even for extreme cases potential suicide
- o is unusually tired without a reasonable explanation
- o has unexplained bruises or marks on their body, (some may refuse to change for PE)
- o repeatedly comes to school without dinner money or a packed lunch
- o seems afraid to be alone and requires more adult interaction

School initiatives to prevent and tackle bullying

Please make sure you list the events that you have undertaken to promote the work you do in relation to Anti - Bullying (Anti-Bullying Week, Black History Month and LGBT History Month, Hate Crime week of action)

We use a range of measures to prevent and tackle bullying including:

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• Proactive teaching and learning around how to build and maintain healthy relationships, including   explicit work on how to appropriately manage conflict within relationships

• A child-friendly anti-bullying policy [Insert where available, for example displayed in classrooms or in pupil planners] ensures all pupils understand and support the anti-bullying policy

• The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

• School assemblies help raise pupils' awareness of bullying and derogatory language
• Diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month [Insert other events in your calendar here]

• The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible

• Stereotypes are challenged by staff and pupils across the school

• Playground buddies and pupil-led programmes [Insert details here] offer support to all pupils, including those who may have been the target of bullying

• Restorative Approaches [or insert details of other programmes here] provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.

• Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups [Insert details here – for example through the school council or and through the anti-bullying survey

Reporting - Roles and Responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, [Insert name of designated staff] is the Senior Leader responsible for anti-bullying.

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, sports coaches, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform relevant staff in line with school guidance.

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The following staff members are anti-bullying leads: Headteacher, Deputy Headteacher, Inclusion Manager and Learning Mentor

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of   bullying to the school either in person, or by phoning or emailing the school office or a member of staff [Insert contact details here]
 Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc.) also need to be made aware of the school's policy and the reporting of incidents

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

• Staff will investigate and record the bullying on the school's incident reporting form and also record the incident centrally on [SIMS or other school database, or central paper recording system]

Restorative meetings should be offered for <u>any</u> incident, this includes race or hate, homophobic and transphobic incidents) <u>Please note that participation in any restorative repair meeting should be voluntary</u>

• Designated school staff will monitor incident reporting forms and information recorded on [SIMS or other school database, or central paper recording system] analysing and evaluating the results
• Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body

• Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may

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involve a restorative meeting. Action plans will make use of school initiatives such as mentors, buddy systems and lunchtime monitoring

• Staff will pro-actively respond to these plans, with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate

• Staff will decide whether to inform parents or carers and where necessary involve them in any plan of action

• Staff will assess whether any other services (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use their support systems when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community

Training and Awareness

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, librarians, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and Evaluation:

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in school monitoring such as learning walks, and focus groups with pupils.

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The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and Diversity policy
Equality Act 2010
Behaviour policy
Care and Control policy
The Relationships and Sex Education policy
Peer on Peer Abuse
Respect Policy and Charter
Safeguarding Policy
Responsible Use policy
School Development plan
Restorative Approaches Strategy

Appendices

- ➢ Frequently asked questions
- ➢ Stockport's Anti-bullying Charter
- ➢ BSS Audit
- ➢ Anti-bullying Checklist for schools
- ➢ Organisations that can offer support

Who is bullied?

Anybody could be subject to bullying at any time in their life. It is not only something that affects children.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

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Children and young people who are at most increased risk of causing harm (the Harmer/perpetrator) or being harmed (the Harmed/victim) through bullying are those who:

• are in foster care or residential homes (looked after children)
• have specific special educational needs (especially on the autistic spectrum)
• have a disability or impairment
• are from minority ethnic backgrounds
• are refugees or asylum seekers
• start a school or activity group mid term
• are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
• speak a first language other than English
• are young carers
• have suffered bereavement
• have suffered domestic violence
• have experienced physical or emotional trauma
• have a parent that was a victim of bullying

Language that underpins any type of bullying behaviour as listed above must be challenged at all times.
We acknowledge that some acts of bullying will constitute a criminal offence and, in these cases, other organisations will need to be contacted e.g. the Police or Social Care.

Peer Abuse

Children and young people who harm others (also referred to as Peer-on peer abuse):

We understand that safeguarding issues can manifest themselves via peer on peer abuse. This may include:

- bullying (including cyber bullying and prejudice-based behaviours),
- gender based violence/sexual assaults
- taking, collecting and sharing of naked or semi-naked images and *up-skirting*
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- initiating/hazing type violence and rituals

Staff are clear on our procedures with regards to peer on peer abuse and such matters are always taken seriously. In our school we have a comprehensive and robust PHSE programme which covers many aspects of classroom-delivered learning complemented by 'circle-time' and Mindfulness sessions designed to enable children to explore freely all aspects of potential abuse and its effects on others. We have a dedicated and highly skilled safeguarding team who oversee all aspects of behaviour including peer-on-peer and have significant experience in dealing with the social and emotional aspects of

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Peer-on-peer abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender-based violence.
There is no clear boundary between incidents that should be regarded as peer on peer abuse and incidents that would be considered as bullying, sexual experimentation, etc. Assessments must be made on a case by case basis. (Firmin, C. 2017. Abuse Between Young People). Our school has a clear pathway for dealing with such incidents.

Types of Bullying

Bullying can be based on any of the following:

• Race (racist bullying)
• Religion or belief
• Culture or class
• Gender (sexist bullying)
• Sexual orientation (homophobic, or bi-phobic bullying)
• Gender identity (transphobic bullying)
• Special Educational Needs (SEN) or disability
• Appearance or health conditions
• Related to home or other personal situation
• Related to another vulnerable group of people

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be all challenged by staff and recorded and monitored on [SIMS or other school database or central recording system] and follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log. Staff should be encouraged to report the use of derogatory language through their own school systems.

Prejudice-based incidents

A prejudice-based incident is often a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or

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group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- seems afraid to be alone and requires more adult interaction.

We ask families to share any concerns with us as part of our duty of care for their child and we will share our concerns with them to support all our community as effectively as possible.

This may mean that we as a school may need to help a child become aware of the impact of their behaviour/ attitudes or language on others and work with them over time to change.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

Promoting activities leading up to and including Anti-Bullying Week

A range of activities in support of Black History month

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Celebrating diversity inc. LGBT+

Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.

Child-friendly anti-bullying policy statements for both KS1 & KS 2 which are signed by each child and displayed in each classroom which ensures all pupils understand and support the anti-bullying policy

The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying

School assemblies which help raise pupils' awareness of bullying and derogatory language

Diversity is celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month

The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible

Stereotypes are challenged by staff and pupils across the school

Playground buddies and pupil-led programmes [Insert details here] offer support to all pupils, including those who may have been the target of bullying

Restorative Approaches [or insert details of other programmes here] provide support for the harmed and harmer plus any other affected parties involved in any bullying incident.

Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with cross community groups, for example, through the school council and through the Pupil Voice survey

Reporting – Roles and Responsibilities

SENIOR LEADERS:

The Head teacher and senior leaders have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, [Insert name of designated staff] is the Senior Leader responsible for anti-bullying.

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, sports coaches, volunteers) have a duty to report bullying, to be vigilant to the signs of bullying

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and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform relevant staff in line with school guidance.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour.
Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of   bullying to the school either in person, or by phoning or emailing the school office or a member of staff [Insert contact details here]
 Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to and follow the principles of our *Respect Charter* on school premises towards pupils, staff and other parents

Non-school staff, volunteers and outside organisation (Sports Coaches, music teachers, support services etc) also need to be made aware of the school's policy and the reporting of incidents

To prevent bullying in our school we will:

Develop our wider curriculum to ensure:

- All members of the school community feel listened to and valued through the integration of Restorative Approaches into all areas of school life.
- All children and young people are clear about the roles they can take in preventing bullying, including the role of bystanders.
- A climate exists where bullying and violence are not tolerated
- Develop peer support systems to prevent and respond to bullying
- Promote safe play areas
- Audit our site regularly to establish that children feel safe, especially known vulnerable areas
- Ensure that staff model positive relationships at all times
- Train all staff to identify and address bullying

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Developing a whole school approach

At Bradshaw Hall Primary School we work closely with members of the schools' community to ensure the involvement and participation of students, parents, staff, governors and the wider community as part of the development of policy related to supporting a positive ethos within the school.

Recording and reporting:

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use the agreed reporting format to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and evaluation:

We will check through a range of pupil voice, circle work and other activities, the experience our children have of our anti-bullying policy in relation to:

- Being heard
- Being able to report bullying and get help
- Being confident in the school's ability to deal with the bullying
- Being aware that steps are taken to help them feel safe again
- Being helped to rebuild confidence and resilience
- Being aware of how they can get support from others

This overview, together with the data analysis, will be the starting point of the policy review and change in practice.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

Equalities and diversity policy
Behaviour policy
Care and control policy
PSHE policy
Safeguarding policy
Responsible Use policy
School Development plan
Restorative Approaches strategy

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Appendices

- ➢ Frequently asked questions
- ➢ Stockport's Anti-bullying Charter
- ➢ BSS Audit
- ➢ Anti-bullying Checklist for schools
- ➢ Organisations that can offer support

Frequently Asked Questions

Q: **Should we prioritise tackling some types of bullying over others?**
A: Immediate physical safety obviously comes first. All bullying, whatever the motivation or method, is unacceptable and should not be tolerated. Some issues will be more familiar to schools than others and this guidance points to other specialist organisations for further information about how to tackle specific types of bullying. Please see 'Further Sources of Information' at the end of this document.

Q: **Should I discipline pupils for bullying outside the school?**
A: Yes. If an incident of bullying outside the school premises is reported to the school, it is important that it is investigated and appropriate action is taken. This will send a strong signal to pupils that bullying will not be tolerated and perpetrators will be held to account.

Q**: How can we involve parents more in our anti-bullying work?**
A: Schools should talk to parents about their anti-bullying policy and make it available to them and prospective parents as part of their behaviour policy. Schools should ensure that parents know what measures are being taken to prevent bullying, as well as how incidents are responded to, and may also encourage positive messages about good behaviour and respect for others at home.

Q: **Should I record incidents of bullying?**
A: Staff should develop a consistent approach to monitoring bullying incidents in their school and evaluating whether their approach is effective. For some schools, that will mean recording incidents so that they can monitor incident numbers and identify where bullying is recurring between the same pupils.

DfE Preventing and tackling bullying

Advice for Headteacher, staff and governing bodies
October 2014

For additional information and advice please click on the link below

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf

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An Anti-Bullying Charter for Stockport Schools

This charter is awarded to

BRADSHAW HALL PRIMARY SCHOOL

'Bullying is behaviour by an individual or a group which is repeated over time, where an imbalance of power is used to intentionally hurt another either physically or emotionally.'
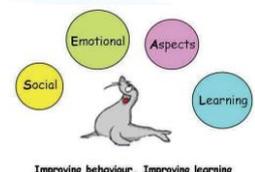
Our school community will:

- **Work with staff, pupils and parents/carers to create a school community where bullying is not tolerated**

- **Discuss, monitor and review our anti-bullying policy every two years**

- **Keep a high profile in and around school to prevent bullying behaviours developing**

- **Support staff to promote positive relationships and identify and tackle bullying appropriately**

- **Investigate incidents of bullying and act where necessary, supporting individuals at all times**

- **Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively so that pupils feel safe to learn and that pupils abide by the anti-bullying policy**

- **Report back quickly to parents/carers regarding any concerns on bullying and deal promptly with complaints. Parents/carers in turn will work with the school to uphold the anti-bullying policy**

- **Learn and share good practice and utilise the support of the Local Authority and other agencies where appropriate**

Chair of Governors: Headteacher:

Representative of pupils: Date:

Healthy Schools STOCKPORT

STOCKPORT METROPOLITAN BOROUGH COUNCIL

Emotional   Aspects
Social   Learning

Improving behaviour.. Improving learning

Appendix 2 - A self-review tool for challenging bullying in schools

The following procedure can be used to gather evidence for the individual checklists then to create an anti-bullying action plan:

- Schools to make a floor plan of their school including grounds and leaving a space for outside school grounds.
- Teachers distribute one floor plan to each child.
- Teachers discuss the terms 'unsafe' and 'safe' with groups and what this means. Also discuss feelings associated with feeling like this.
- Children put a red dot on the plan for everywhere they feel unsafe and a green dot for everywhere they feel safe. Also put a red outside grounds if they feel unsafe anywhere on the way to or from school.
- Teachers to collate areas of concern within their own group discuss the reasons for this unsafe feeling and fill in the individual group self -review checklists (example pro forma following).
- In a staff meeting all staff collate individual audits and record action to be taken and when (example pro-forma following).

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Whole School Anti-bullying Audit & Plan

School:
Anti-bullying lead:

Area of Concern	Reasons given for concern	Action to be taken	Date for action to be in place	Impact/Evaluation
None at present. Reviewed weekly by SLT & Safeguarding team				

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Anti-bullying checklist for schools–

Issue	Evidence	In place	Partly in place	Not in place	Action
POLICY					
A clear definition of bullying is included in our school policy	Policy	✓			Next update Spring 2024
The definition of bullying is clearly understood by: Staff Children and young people Parents/Carers Governors	Policy Info boards around school	✓			
Our anti-bullying policy is in place and makes clear reference to: Faith based bullying Racist bullying Homophobic bullying Cyber-bullying Disability based bullying	Policy	✓			
Policy is reviewed bi-annually by Governing Board in consultation with school community	Record of policy review	✓			
We have a Governor (or group) with a nominated responsibility for anti-bullying	Named in policy	✓			
Policy is communicated effectively to the school community using a range of methods e.g.: the school website, posters, newsletter, leaflets, logos around school	Web-site Front of House. Staff Room Staff Shared Folder	✓			
DEALING WITH INCIDENTS					
Children and young people are clear about how to report bullying in our school	School information	✓			
Children and young people are confident to report bullying in school	Pupil Voice	✓			
We have clear structures in place which identify who deals with incidents of bullying that emerge in school	Policy & procedures	✓			
We have clear mechanisms in place for recording incidents of bullying	Policy & procedures	✓			
Records of bullying incidents include the support provided to: The victim(s) The bully	See incident reports	✓			
The Governors in our school are aware	Included in	✓			

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of the scale of bullying via reports from HT	Headteacher's Report to Governors				
Actions to challenge bullying behaviour are widely known by: Staff Children and young people Parents/Carers Governors	Policy & procedures	✓			
Our school includes restorative approaches in its toolkit to address bullying behaviour	All staff employ RA practice procedures	✓			
Our school provides access to self-help resources for children and young people	Info on school web-site School Inclusion Manager	✓			
Our school provides peer to peer support e.g. playground buddies, peer mentoring etc.	Yr 6 Fixers assist staff at break & lunchtimes	✓			
Our school takes care to ensure that the improvement for the victim is sustained	Incident reports	✓			
Where necessary our school calls upon other services to support children (both the victim and the bully) involved in incidents, and may use CAF/TAC where appropriate	CAF/TAC/TAF minutes	✓			
PREVENTION					
Our school challenges all verbal comments that could underpin a culture of bullying including: Racist language Homophobic language Discriminatory language	Staff well versed in challenging unacceptable behaviour. Behaviour Policy	✓			
We specifically teach sessions around: Cyberbullying Homophobic bullying Racist bullying Faith based bullying Disability based bullying (consider the following as options) • Delivering SEAL • PHSE • Assemblies	Staff deliver curriculum in-line with PHSCE schemes of work. Work is logged in PHSCE books for each child	✓			
Cross curricular opportunities are taken		✓			

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Our commitment to the anti-bullying agenda is visible to our whole school community for example: • The website • Posters displayed around school • References in newsletters • Anti-bullying charter	School's website information around school inc. WC's, regular e-newsletters, AB Charter. In addition: Pupil Voice + School Council	✓			
Participate in national programmes e.g. Anti-Bullying week	PHSCE books Displays around school Anti-bullying activities. #HelloYellow	✓			
IMPACT					
As a school we have robust procedures on place to find out how safe our children feel when they are in school	Pupil Voice 3x year	✓			
As a school we are clear that we know how safe children feel across our whole site (see anti-bullying audit provided by BSS)	Pupil Voice + audit of all classes	✓			
As a school we have robust procedures in place to ensure that we know the perceptions parents have about how safe we keep their children	Parent's questionnaire on record	✓			
ONGOING SCHOOL IMPROVEMENT					
As a school we are confident that we act upon the perceptions of children and parents about how safe children feel in our school	Parent's questionnaire + Pupil Voice	✓			
We use information about trends in incidents of bullying to: • Inform curriculum amendments • Inform assembly structures • Inform staff training • Inform our School Improvement Plan	SLT minutes Weekly Communication meetings with staff	✓			
Our school has everything in place to prepare us for signing Stockport's anti-bullying charter	Charter signed & displayed	✓			

Appendix 4 - Organisations that can offer Support

NAME	DETAILS	CONTACT
Anti-Bullying Alliance	UK's leading organisation in the field of bullying. Lots of resources and information on the website.	0207 843 1165 National Children's Bureau, 8 Wakley Street, London EC1V 7QE www.antibullyingalliance.org
Beat-bullying	Fully interactive 3D anti-bullying website. Organises local and regional seminars for young people, and establishes cross-community anti-bullying partnerships for young people who are disadvantaged socially, economically, personally or culturally.	020 8768 1017 77-79 Church Road, London SE19 2YA www.beatbullying.org
BM Schools Out / LGBT History Month	Provides formal and informal support network for all people who want to raise profile of homophobia, transphobia and heterosexism in education. Campaigns on LGBT issues as they affect education and those in education.	020 7635 0476 National London, London WC1N 3XX www.schools-out.org.uk www.lgbthistorymonth.org.uk
Bully Free Zone	Specialist anti-bullying charity offering help, support and information to children young people and families affected by bullying. Also work in partnership with schools and local authorities.	01204 454958 23 Palace Street, Bolton BL1 2DR www.bullyfreezone.co.uk
Child Exploitation and Protection Online (CEOP)	Works across the UK supporting providing internet safety for children, young people and their families. Also delivers free education programmes – to children and young people, parents and professionals. "Polices" the internet.	0870 000 3344 33 Vauxhall Road, London SW1V 2WG www.ceop.gov.uk
Childline	UK's free 24 Helpline for children and young people to call about any worry – more calls on bullying than any other issue. Also run CHIPS (Childline in Partnership with Schools) – they work closely with schools to help them set up effective support for pupils.	020 7650 3231 45 Folgate Street, London E1 6GL www.childline.org.uk **Helpline 0800 1111**
Childnet	Non profit organisation working with others to help make the internet a great and safe place for children. KnowITAll, Digizen.org, Kidsmart, Young people and the internet, Young people and social networking	0207 639 6967 Studio 14, Brockley Cross Business Centre, 96 Endwell Road, London SE4 2PD www.childnet-int.org

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NAME	DETAILS	CONTACT
LGBT Northwest	LGBT Youth North West is a regional organisation that seeks to support lesbian, gay, bisexual and trans young people in the North West of England	http://www.lgbtyouthnorthwest.org.uk
Kidscape	National charity dedicated to preventing bullying and child sexual abuse. They work with young people under the age of 16, and their parents / carers, plus people who work with them. Helpline for parents of children who've been bullied. Website info re keeping children safe. Assertiveness training for young people.	0207 730 3300 2 Grosvenor Gardens, London SW1W 0DH **Helpline 08451 205 204**
MENCAP	UK's leading learning disability charity. Provides support for young people who have a learning disability and their parents / carers. Running a campaign to stop the bullying of young people with a learning disability.	0207 696 6019 123 Golden Lane, London EC1Y 0RT www.mencap.org.uk
NSPCC	Works to end cruelty to children, and provides a range of direct services for children and young people, and for their parents / carers and families. 24 Freephone Helpline.	0207 650 6855 Weston House, 42 Curtain Road, London EC2A 3 NH www.nspcc.org.uk **Helpline 0808 800 5000**
Parentline Plus	Biggest independent provider of parenting support in the country – national charity. Free confidential 24 hour Helpline. Run groups and workshops – face to face and by telephone. Also a free text phone for people who are deaf, hard of hearing or have a speech impairment – **0800 783 6783**	0207 824 5549 520 Highgate Studios, 53-79 Highgate Road, Kentish Town, London NW5 1TL www.parentlineplus.org.uk **Helpline 0808 800 2222**
Stonewall	Support schools prevent and tackle homophobic bullying and celebrate difference. Read more	

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NAME	DETAILS	CONTACT
Terence Higgins Trust	Set up in response to the HIV epidemic, and has been at the forefront of the fight against HIV and AIDS ever since. Provides a very side range of services, including support for young people with HIV / AIDS who are being bullied. Also emotional support via the telephone (Helpline).	0207 812 1600 314 – 320 Gray's Inn Road, London WC1X 8DP www.tht.org.uk **Helpline 0845 1221 200**
Think U Know	This is a site from CEOP for children and young people and practitioners to focus on how to stay safe on line	www.thinkuknow.co.uk
UK Safer Internet Centre	Works across the UK to provide support for children and staff. They have a professionals helpline and useful resources to support safe and responsible use of the internet	www.saferinternet.org.uk professional's online safety helpline 0844 381 4772 helpline@saferinternet.org.uk
Victim Support	National charity for people affected by crime, including bullying. Free and confidential service. National Helpline, Victim Supportline, provides information, support and referral to local services.	0207 896 3769 Cranmer House, 39 Brixton Road, London SW9 6DZ www.are-you-ok.org.uk **Helpline 0845 3030 900**
Young Minds	National charity dedicated to improving the mental health of all babies, children and young people. Parents Information Service for anyone with concerns about the mental health of a child or young person. Wide range of publications covering issues affecting children, including bullying. Advice and support for young people contemplating self harm and suicide.	0207 336 1458 48-50 St John Street, Clerkenwell, London EC1M 4DG www.youngminds.org.uk

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