



# Anti-Bullying Policy

## **As a Rights Respecting School, we believe:**

Article 19: Every child has the right to be protected from being hurt or mistreated in body of mind.

Article 30: Every child has the right to practice their own culture, language and religion.

Article 12: Every child has the right to give their opinion and for adults to listen and take it seriously.

The lead persons with responsibility for developing this policy is **Mrs LeGassick and Ms Kite**

## **Our children were consulted when writing this policy**

Date reviewed: **SEPT 2025**

Date to be reviewed: **SEPT 2026 (and after a significant incident of bullying)**

### **1. Roles and responsibilities**

The lead person will:

- develop the policy in line with good practice
- ensure that agreed protocols are followed
- evaluate the progress the school is making in relation to the anti-bullying agenda

Class / form teachers are responsible for the day to day implementation of practices and they will:

- support the development of an appropriate culture within school
- support children / young people who have experienced bullying
- respond to children / young people who have bullied
- model appropriate, respectful behaviour

Children / young people in this school /setting will:

- embrace a culture that respects difference
- support children / young people who have experienced bullying behaviours.
- model appropriate, respectful behaviour

LSC are responsible for monitoring the above.

## **2. The aims and objectives**

Our school asked children what they felt the purpose of an anti-bullying policy should be and they responded

- **To stop bullying**
- **To make it fair when dealing with behaviour that is unfair**
- **To protect young people**
- **To help people/ children who are being bullied**
- **To give effective help to bully and victim**
- **Make school a happy and enjoyable place for everyone**
- **Give teachers more power to deal with bullying**
- **To help you to be confident to tell people**

## **3. What is bullying?**

Bullying can be:

- Emotional - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures). It can be when there is one child who is being teased by lots of children and it can be mental such as calling someone fat or thin
- Physical - hurting physically by pulling clothes, kicking, punching, pushing, throwing you on the floor – not just once but lots of times
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic, Transphobic, Biphobic - because of, or focussing on the issue of sexuality
- Verbal - name calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse. Mobile threats by text messaging & calls. Misuse of associated technology, i.e. camera & video facilities

## **4. Prevention**

Our community is developing a culture that embraces differences and never tolerates bullying. We are doing this through:

- our curriculum: we are a Right's Respecting Schools and this culture is an embedded part of everyday practice of living and learning at Bridport Primary School
- training for staff to ensure a knowledge about diversity and issues associated with bullying
- respectful behaviour by staff & pupils and other members of the school community

Our teaching includes the following:

- Befriending
- Circle of friends
- Support groups
- Mediation by adults
- Mediation by peer
- Social Skills groups
- Nurture groups
- Awareness of our use of language
- Ensuring that we maximise opportunities in our teaching to combat stereotypes and challenge pupils, families and school community views

## 5. Responding & Supporting

In dealing with bullying incidents, we will observe five key points:

- i. We will not ignore bullying.
- ii. Staff should not make premature assumptions.
- iii. All accounts of the incidents should be listened to fairly.
- iv. We will make every effort to adopt a problem-solving approach which encourages pupils to find solutions rather than simply justify themselves.
- v. We will follow up to check bullying has not resumed.

At BPS we have the following in place to help combat bullying:

- PALS
- Advice
- Posters
- Assemblies linked to different types of bullying
- Bullying discussed in the RHE curriculum
- Anti-bullying / friendship weeks
- Advise parents of incidents at an early stage
- Follow up incidents to ensure that the bullying has not resumed
- A high awareness of bullying

Our school will address each incident of behaviour individually and appropriately. The common elements of each response will include:

- i. Listen to the child who has been bullied and identify the type of support they feel they need
- ii. Listen to the child who has bullied and identify the type of support they need
- iii. Apply disciplinary protocols consistently and fairly
- iv. Carefully consider and decide upon the appropriate level of parental involvement for both parties
- v. Complete the schools recording forms and involve outside agencies (such as Educational Psychologists, EMTAS and Behaviour Support Service) as appropriate.
- vi. Child Protection

Our school recognises that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is “reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm”. Where this is the case, our school staff will report their concerns to the Designated Senior Person for Child Protection who will refer to Children’s Services Social Care.

## 6. Reporting

Our school has a clear system for gathering information about what is happening within school, the school council are developing posters to go up explaining to children what to do if they feel bullied. BPS has a standard form that children and young people or parent / carers can use to record / report an incident. Logs and records are kept of all incidents of bullying.

## 7. Evaluating

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with respect to the anti-bullying agenda. We recognise that success will be associated with satisfaction shown by children / young people and parent carers and not necessarily via a reduction in reported incidents. Our school has an annual questionnaire for parents and children which includes a section on behaviour and bullying.

**Appendices:**

1. Incident recording sheet

Please read this policy in conjunction with the school's Behaviour and Discipline policy and Child Protection policy.

**Appendix 1.**

**Bridport Primary School**

BULLYING/PREJUDICE/ PEER ON PEER ABUSE RELATED INCIDENT REPORT

Use this form to report bullying, racist, homophobic or unacceptable cyber incidents. The details given will assist the office in completing an incident log.

Date:		Class:	
Name:		Staff reporting	
<b>Type of bullying/ prejudice related incident: (tick all that apply)</b>	<b>Location:</b>	<b>Time:</b>	
Verbal	Classroom	Before school	
Non verbal	Cloakroom	First session before break	
Physical	Toilets	Break time	
Social/ isolation	Playground – where?	Second session up to lunch	
Harassment	Hall	Lunchtime	
Hate	Studio	Afternoon	
*Gender	ICT suite	After school	
*Race / Ethnicity	Mini suite	Multiple	
*Disability	Outside school		
*Homophobic/Biphobic	Multiple		
SEN			
*Transgender	<b>Has the bullied person requested / received a copy of the school's Antibullying Policy?</b>		
*Religion and Belief			
Cyber Calls / text/ IT network/ websites			
Other :	Other:	Other	
<i>*Items asterisked are protected characteristics under the Equality Act 2010.Pregnancy and maternity is also included. Schools may wish to notify EMTAS re. prejudice related incidents. Schools can access support to address related issues from the EMTAS team (01305 228300).</i>			

<b>Frequency:</b>	1x	2-4x	5+	weekly	daily	+frequently
<b>Target individual / group</b> (tick all that apply)		<b>Perpetrators</b>				
Student	Vulnerable grp	No. 1 2 3 4 5+				
Group		Names				
Teacher Staff TA						
Other professional visitor						
<b>Summary of incident</b>						
Initial action taken with both parties (and by whom)				<b>Inform</b>		
				Teacher		
				Inclusion staff		
				Parent		
Follow up action with both parties (and by whom) & set review date if applicable						
Review (date)						
Signed (by person reporting bullying incident )						
Stage 4 log completed				Date	staff	
Submitted by person who was bullied				Date	staff	