



Bristol Drive
Lincoln
LN6 7UE

Anti-Bullying Policy

June 2024

This policy aims to give all members of the school community clear guidance with regard the rationale, principles, strategies and expectations of protecting our pupils from bullying at Sir Francis Hill Primary School. Please read this policy in conjunction with our Behaviour, Online safety and Exclusion policies.

Policy Owner	Headteacher
Governing Body Committee	Development
Date Approved by Governors	June 2024
Next Review Date	June 2025

If any policies are out of date, this does not mean that they are invalid. Coordinating dates of renewal, with ratification at the appropriate Governors meeting, sometimes causes delays/overlaps in renewal, but the content is still appropriate and relevant.

The Anti-Bullying Alliance and its members have an agreed shared definition of bullying based on research from across the world over the last 30 years.

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

We concur with the definition and maintain that bullying is a conscious desire to threaten, frighten or hurt somebody over a period of time. Exerting power over a victim is a basic characteristic of bullying.

The principal aims of the school policy are to emphasise:

- That bullying is not acceptable in our school.
- To increase staff and pupils' awareness of any anti-bullying activities in school.
- To give pupils power in identifying what they believe are bullying behaviours.
- To give perpetrators a chance to respond to the allegations and reflect on their behaviours/actions.
- To facilitate restorative conversations between the victim and perpetrator.
- To inform parents of the school's anti-bullying procedures.
- To increase parents' knowledge of bullying.
- To issue guidelines for parents and staff on addressing bullying behaviour.
- To establish a clear school procedure for dealing with bullying.

Bullying may be present in the form of physical attacks, verbal attacks (online or in person), name calling, malicious gossip, damaging/stealing personal property, extortion of money or coercion to behave in an acceptable manner. In order to ascertain what is bullying and what may come under another type of behaviour/need, we use the 'BOO strategy' which defines bullying as:

Being mean **O**n purpose **O**ver and over

Being Mean

We believe that bullying can only truly be defined by the victim. What one person believes to be mean, another may see as just banter or "just messing around" (which is still unwanted behaviour). As part of the BOO process, we will work with the child, getting them to describe what has been done towards them and what it is that *they* feel is mean.

On Purpose

We will ask the pupil why they feel the behaviour has been done towards them, on purpose, and how they know it wasn't an accident. If for example, the child asked the perpetrator to stop, but they continue to be unkind, then that is on purpose.

Over and Over

We will ask the child to describe why they think it has happened over and over? When? Where? How often?

It may be, during this initial stage of the process, that a child realises that the behaviour maybe wasn't on purpose, or that it has actually only happened once. In this case, it is not bullying, but we will work with the child and the child who has been unkind to them, to carry out restorative practice and ensure it doesn't happen again. Having a record of these BOO letters enables us, in the event that something does happen again, to reflect with the children on what was agreed last time, and to ensure children see the effects on their actions.

Stages of the BOO strategy

Step 1

A child or parent will speak to an adult in school and raise their concern that they feel they/their child is being bullied.

Step 2

The victim will speak to a trusted adult in school and write a BOO letter to the person/people that they believe is/are bullying them.

Step 3

The BOO letter will be given to the alleged perpetrator/s (either by the child themselves or, if they prefer, by the adult) and they will sign to say they have received it and understood the content. A text will be sent to the alleged perpetrator's parents to state that they have received a BOO letter, and to ask them to contact us if they wish to discuss it further.

Step 4

The alleged perpetrator/s will be asked to write their reflections on the letter. An adult will support them with this if needed/wanted.

Step 5

A trusted adult will facilitate a 'Moving Forward' meeting, to discuss the contents of the original BOO letter and the reflections. The children and adult will then work together to produce a 'Moving Forward Contract' to make agreements on how this behaviour will now stop, and what each person will do to stop it.

Step 6

A review meeting will be arranged to discuss progress or any remaining concerns. Incidents between these children will be monitored very closely by the Inclusion Team and Senior Leadership, and the BOO paperwork will be stored on each of the CPOMS/Arbor profiles, for future reference. Regular check-ins will be carried out with both parties, to monitor how things are going.

Step 7

If there are any further incidents, an emergency review meeting will be called (possibly with parents) to look at what was agreed and what hasn't been carried out, looking to make further adjustments to prevent anything else happening. Again, all of these records will be stored securely, and referenced if/when needed.

Guidance to Parents

You know your child better than anyone else, and will know if their behaviour or personality changes. Although these changes are not necessarily a sign of them being bullied, they are an important starting point for a conversation with them and with the school.

Signs to look for:

- Not wanting to go to school or starts to want to truant
- The child becomes shy, withdrawn and lacking in confidence
- Having 'mystery illnesses,' non-specific pains, tummy upsets, headaches
- Arriving home with unexplained cuts/bruises
- Becomes frightened of walking to school. There may be a desire to change route or go/return much later than usual
- The child may become withdrawn, lacking in confidence and reluctant to meet other children
- The pupil may experience personality changes e.g. irritable, withdrawn, tired, poor sleeping, weepiness, crying outbursts, loss of appetite, forgetfulness
- The child may develop temper outbursts, abusive language or impulsive hitting out
- Bed wetting and nightmares may start when a child is being bullied

What should I do if I think my child is being bullied?

We ask that, if you believe your child is being bullied, you speak directly to their class teacher, who will follow the BOO strategy. You will be communicated with throughout each stage of the process.

- Listen carefully to your child and try to calmly find out what happened. Record the Who, When, Where and How of the incident. Discuss the matter sensitively with the child by encouraging them to talk about behaviour generally, as well as specifically to themselves
- Speak to your child's class teacher as soon as possible
- Remain calm and let the school deal with it according to our policies and systems
- Reassure them that you are working closely with school to stop the problem
- Communicate regularly with the staff, to work out a plan of action and ensure it is put in place
- Do not advocate a 'hit back' policy. This will only make the situation worse and will likely result in them also receiving a consequence
- If you feel the school policy could be improved please, inform a member of the Senior Leadership Team of your suggestions about things we could do together to increase children's safety
- If bullying continues outside the school environment, you could seek police involvement or obtain legal advice.

Guidance to Staff

Remember, it is not up to us to decide what is and is not bullying. If a child feels they have been bullied, it is our duty to support them and work through the process with them.

- Staff should be vigilant and aware of the signs of bullying.
- Listen carefully and calmly to pupils regarding alleged bullying incidents. Complete the BOO letter with them in a timely manner, or take them to a member of staff that can. Reassure them that we want to hear what they have to say.
- Record the communication on CPOMS, ticking to show that a BOO letter has been written and given to the alleged perpetrator.
- When working with the alleged perpetrator, to complete their reflection, encourage them to think about what they were thinking at the time, how they thought the victim may feel, what they were intending to do and why.
- When completing the 'Moving Forward Contract', refer back to each child's comments and use our restorative practice script: "I understand that you were but that made feel" and encourage them to come up with their own actions of how each of them can prevent this from happening again.
- Record each stage of the BOO process on CPOMS, making sure to link all the necessary students.

Use of Circle Time and PSHE lessons.

Where themes of behaviours are identified or gaps in understanding are highlighted, staff may choose to also deliver circle time or PSHE sessions, to address these misconceptions. These may include:

- Allowing Circle Time sessions for pupils to have time to express feelings and thoughts about how to improve pupil safety and wellbeing in school.
- Use of Circle Time to provide an opportunity for pupils and staff to suggest and consider possible strategies that could be used to promote ways for pupils to care for each other. (This approach will reduce instances of bullying empower pupils, and boost self-esteem).
- Teaching explicit lessons to broaden the pupil's views of the world and encourage them to consider and reflect on the wide range of beliefs, views and differences among us all.
- When required, the advice and expertise of outside agencies will be sought (e.g. Behaviour Outreach Support Services, Educational Psychologist). Where the need arises, LA guidelines for suspension will be followed (see Exclusion Policy).

Monitoring of this policy

This policy was updated in June 2024 and is due for review in June 2025, or sooner if appropriate/necessary.

Appendix 1: BOO letter

My BOO letter to you

To: _____ Date: _____

From: _____

B

What you do that I think is mean:

O

What makes me think it is on purpose?

O

What makes me think it is over and over again?

These are the reasons why I think the way you are treating me is bullying. I am now saying and this will end immediately.



I am taking back control of this situation and asking you to be **respectful** to me, and to keep me **safe**.

Please sign to say you have received the letter and that you understand what has been written.

From: _____

Signed: _____

Date: _____

My BOO letter reflections

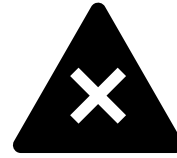
I received a BOO letter. These are my reflections from my point of view:

What are your thoughts, having read your BOO letter?

Our Moving Forward Contract

People present: _____

Date: _____



Who?	What I will try to do more of	What I will try to do less of
Who?	What I will try to do more of	What I will try to do less of

We now promise to try and be **Ready, Respectful** and **Safe** in everything we do, for ourselves and towards others.

Signed: _____

To be reviewed on: _____