



Anti-Bullying Policy



This policy should be read in conjunction with the following policies:

- Behaviour Management Policy
- PSICHE (Learning for Life) Policy
- SEND Policy
- Acceptable Use Agreements
- Anti-Harassment Policy
- Online Safety Policy
- Safeguarding Policy
- Teaching and Learning Policy

The Anti-Bullying Co-ordinator in the school is Tatum D’Austin

Introduction

At Beaufort Primary School, we are all committed to providing a happy, caring and secure learning environment for all of our pupils. We recognise the fundamental right of every child to feel safe in all areas of the school and at all times during the school day. We also ensure that all pupils understand their rights and that they are displayed for each other to see as part of a class charter. Our strategy for dealing with bullying sits within our Behaviour Management Policy, although there is a separate process for dealing with incidents of bullying.

Bullying of any kind is unacceptable at our school. It is everyone's responsibility to prevent bullying from occurring and to ensure that any incidents which do occur are dealt with promptly and effectively. *Anyone* who knows that bullying is happening is expected to report it. Bullying is always taken seriously and staff are trained to deal with incidents effectively.

Aims

- To ensure that all governors, staff, pupils and parents have an understanding of what this school perceives to be bullying behaviour.
- To ensure that all governors, staff, pupils and parents are clear about the school's approach to bullying.
- To ensure that all pupils and parents know what the school policy is on bullying, and what they should do if bullying arises.
- To ensure that all staff know what the school policy is on bullying and follow the agreed procedures when bullying is identified.
- To give pupils and parents confidence that our school will keep children safe and that bullying will not be tolerated.
- To ensure that all staff, pupils and parents have a clear understanding of what bullying is and what it looks like.

Induction and Support

When children begin school, the parents/carers are required to attend an Online Safety meeting which includes information about cyber bullying. Children are actively taught to be compassionate and respectful to each other, these being two of our school values. Children new to the school are allocated a ‘buddy’ to look out for their interests and ensure they are included in the Beaufort ‘family’. For Reception children, this would be a child from the top end of KS2. For Nursery children this would be a member of staff.

All staff are expected to read this policy within the first few days of joining the school and to follow the guidelines herein. All volunteers will receive information about this policy as part of their induction process.

Developing Social Skills

We seek to create an ethos within the school which encourages kindness and respect to others. We recognise that “one off” acts of unkindness or aggression may cause distress to a child and we will deal with these incidents in line with our behaviour management policy, restoring relationships between children.

We also recognise that ‘friendship issues’ are very common in primary aged children. Children often fall out with their peers and can be unkind to others with no ill intent. Thus, we seek to differentiate these first instances of unkind behaviour from ‘bullying’ and to help children to deal with them appropriately, by providing advice, support and appropriate social skills to enable them to restore their relationship. This might be done through work in class, friendship circles, playground activities and the restorative approach which all staff are trained in.

Definition of Bullying

Bullying is **repeated** deliberate, hurtful behaviour, physical or verbal, against another person or their property. In order to be considered bullying, behaviour must be:

- **Deliberate:** Bullying involves ill intent on the part of the bully.
- **Unkind:** Bullying can involve sustained physical, verbal or cyber-attacks, name calling, excluding someone from a group on purpose, malicious gossip, spreading rumours, making threats, the taking of property or the coercion of victims into acts in which they do not want to participate.
- **Repeated:** Bullying behaviours happen more than once.
- **Having an impact on the ‘Victim’:** Bullying can result in pain, humiliation, degradation or distress to the victim.

We recognise that both children who are bullied and those who bully others are in need of support.

Specific types of bullying include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying relating to sexual orientation e.g. homophobic language
- bullying related to gender orientation e.g. transgender/questioning/pan
- bullying of young carers or looked after children or otherwise related to home circumstances, e.g. singling out for being different
- sexist or sexual bullying, e.g. unwanted physical contact or sexually abusive comments

Bullying can be:

- Physical, e.g. kicking, hitting, taking and damaging belongings
- Verbal, e.g. name calling, taunting, threats, offensive remarks
- Relational, e.g. spreading nasty stories, gossiping, excluding from social groups
- Cyber, e.g. texts, e-mails, picture/video clip bullying, Instant Messaging (IM), social media or gaming. (See separate section on cyber bullying – appendix 1)

Bullying can take place between: young people; young people and staff; between staff; individuals or groups

Certain groups of pupils/adults are known to be particularly vulnerable to bullying by others: these may include pupils with special educational needs such as learning or physical disabilities; young carers, Looked After

children, those from ethnic and racial minority groups and those young people who are/perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

What does bullying look like?

Bullying can include (repeated acts of):

- cyber bullying - inappropriate text messaging and e mailing; sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media;
- name calling;
- taunting;
- mocking;
- making offensive comments;
- physical assault;
- taking or damaging belongings;
- producing offensive graffiti;
- gossiping and spreading hurtful and untruthful rumours;
- excluding people from groups;
- prejudice-related behaviour;
- controlling behaviour;
- intimidation;

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Recognising Bullying

All staff are aware of their responsibility to take bullying incidents seriously and to follow the agreed procedures as outlined by this policy. Staff are aware that changes in behaviour may be a sign that a child is being bullied. These may include fear of participation, anxious or withdrawn behaviour, avoidance strategies, change in academic standards as well as physical signs.

Children are made aware that they have a responsibility to report any bullying, whether happening to themselves or others and that they can speak to any adult about this. In addition, worry boxes are available in each classroom and children have access to outside agencies, such as Childline, who can support them.

Parents are encouraged to speak to the class teacher in the first instance if they have *any* concerns about unkind behaviour. The Headteacher and Deputy Headteacher are also available to meet with parents.

Prevention

Our school values relay an expectation that all members of the school community are compassionate and respectful to one another. Incidents of unkindness are managed appropriately to avoid them continuing or escalating. We use a variety of methods to promote an inclusive, friendly ethos in the school, encouraging children to behave in a respectful, caring way towards others. These may include:

- a restorative approach
- PHSCE Teaching and circle time;
- peer mentoring;
- assemblies and reflection time;
- writing stories or poems or drawing pictures about bullying;
- reading stories about bullying to a class;
- making up role-plays;

- having discussions about bullying and why it is important to report it;
- provision of written information readily accessible to pupils;
- restorative approaches;
- national Anti-Bullying week annually (usually in November);
- specific curriculum input on areas of concern such as cyberbullying and internet safety;
- friendship bench;
- ELSA support.

These are designed to ensure that all pupils:

- understand the impact of bullying on a victim;
- know who to talk to if they are being bullied;
- are confident to report bullying;
- have the opportunity to suggest ways of dealing with bullies.

We recognise that pupils who are exhibiting bullying behaviours need help to learn different ways of behaving. We are committed to providing relevant educational experiences to help them to do this.

Vulnerable Children

We recognise that some of our children may be more at risk of being bullied. This includes children with special educational needs or disabilities, or those who find social interaction more difficult. Each term, the Inclusion Leader and Anti-Bullying Co-ordinator meet with the DSL to discuss vulnerable children and to actively provide support for them to build their self-esteem and relationships with others. This may involve small adult led group activities, ‘circle of friendship’ activities, social skills teaching, ELSA support, provision of self-esteem programmes, buddy systems, Family Link support and ‘Young Leader’ Play leaders for break times. Staff are made aware of our identified ‘vulnerable’ children termly through a staff meeting, when needs are identified and discussed.

Using a Restorative Approach to Conflict

Restorative approaches can offer a powerful approach to promoting harmonious relationships in schools and can lead to the successful resolution of conflict and harm. They focus on making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

At Beaufort Primary School, we seek to build a cohesive, compassionate community, where a restorative climate complements our ‘rights respecting’ ethos. It is part of a wider approach which develops relationship skills, emotional literacy, health and wellbeing, distributed leadership opportunities, participatory and collaborative teaching and peer support. We spend time fostering social relationships in a school community of mutual engagement. Our children are encouraged to take responsibility for the choices they make; their actions and the impact they have on others. We teach children to respect other people, their views and feelings, to empathise with the feelings of others and to show compassion. Children are encouraged to be fair and to help others. They are given time to reflect and encouraged to be actively involved in decisions about their own lives.

The approach involves including the wrong doer in finding a solution to the problem and recognises that all sides need:

- a chance to tell their side of the story - their experience;
- an opportunity to express their thoughts and feelings;
- a better understanding of how the situation happened;
- an understanding of how it can be avoided another time;
- a feeling that they are understood by the others involved;

- an acknowledgement of the harm caused;
- a way to move on and restore relationships.

Procedures and Outcomes

What should a pupil do if they think they are being bullied, or someone else is being bullied?

- ✓ Tell the class teacher.
- ✓ Write a note for the worry box.
- ✓ Tell our Anti-Bullying Co-ordinator.
- ✓ Tell any other adult in the school.

What should a parent do if worried that their child could be being bullied?

- ✓ Speak discreetly to the class teacher in the first instance if you have **any** concerns about unkind behaviour. We will then work with the children and their parents to mend the relationships, building resilience, self-esteem and social skills in the process.
- ✓ Do not judge or say things about the other child in front of your child. Remember our aim is to **mend** the relationship.
- ✓ Do not worry your child by telling them they are being ‘bullied’. This can damage their relationships with their peers, or even frighten them, making them feel unsafe in school.
- ✓ Work in partnership with the school to restore the relationship for your child.

For further information and guidance, see our leaflets for parents and children, which are available in school and on our website.

The procedures for following up incidents of bullying have been laid out clearly within this policy (see Appendix 1). These refer to the procedures followed when one child is displaying bullying behaviour **repeatedly**, even where the complaints are from different children. It is important that these are read in conjunction with the general guidance below.

In any case, when bullying is reported:

- The reported bullying behaviour will be investigated as soon as possible in the first instance by the class teacher to establish whether bullying behaviour *has* taken place.
- If possible, the pupils will be reconciled to give confidence to the victim and responsibility to the child displaying the bullying behaviour and support will be given to help change unacceptable behaviour.
- If incidents are severe, it may be necessary and appropriate for the police to be consulted.
- Further support will always be offered to the victim. This may include PSE, provision of strategies, ELSA (Emotional Literacy) support, peer support and an opportunity to speak privately to a member of staff of their choosing.

Record Keeping

Specific bullying records are stored and monitored by the Headteacher, who reports to governors termly. Behaviour records are analysed by the Senior Leadership team each term to inform school improvement.

Complaints

If incidents have not been dealt with to the satisfaction of the victim or their parents, our Complaints/Responding to Parental Concerns Policy should be followed. This addresses concerns in the first instance to the Headteacher and then to the governing body.

Additional Support

Bullying Online www.bullying.co.uk

The Anti Bullying Alliance produces guidance and materials for pupils and parents, which can be accessed via www.anti-bullyingalliance.org . Additionally:

Organisation	Phone	Times	Website address
Advisory Centre for Education Independent advice for parents on all issues relating to state education in England and Wales.	0808 800 5793 exclusion line: 020 7704 9822	2pm-5pm Monday to Friday	Advisory Centre for Education homepage
Children's Legal Centre (National Education Law Advice Line) Offers information & advice to parents & carers in conflict with schools & LEAs.	0845 456 6811	9.30am-5pm Monday to Friday	clc homepage
Kidscape Helpline for parents, guardians or concerned relatives and friends of bullied children. Kidscape suggest that children experiencing bullying problems should ring Childline.	08451 205 204	10.00am-4pm Monday-Friday	kidscape contacts kidscape homepage
ParentlinePlus Offers a free confidential helpline to parents & carers on all aspects of parenting. Also provides secure email helpline via the website.	0808 800 2222 Textphone: 0800783 6783	24/7	parentlineplus homepage
YoungMinds Parents Information Service. A free, confidential telephone service providing information and advice for any adult with concerns about the mental health of a child or young person.	0800 018 2138	Mondays 10am-1pm Tuesdays 1pm-4pm Wednesdays 1pm-4pm & 6pm-8pm Thursdays 1pm-4pm Fridays 10am-1pm	youngminds homepage

Policy Reviewed: Feb 2022

Reviewed by the Local Governing Committee at its meeting on 23rd March 2022

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Appendix 1

Procedure for dealing with reported incidents of bullying

