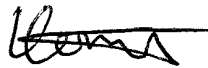




Anti-Bullying Policy

Beech Hyde Primary School and Nursery



Last Reviewed:	Autumn Term 2023
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Policy Coordinator:	Karen Thomas
Signed: Headteacher	Karen Thomas Headteacher 
Signed: Co-Chairs of Governors	Amy Kenton Sarah Medlock  

At Beech Hyde Primary School we respect every child's need for, and rights to, an environment where safety, security, praise, recognition and opportunity for taking responsibility are available. Bullying of any kind is unacceptable in our school. Our anti-bullying policy ensures that all our children can learn in a supportive, caring and safe environment without fear of being bullied. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff, parents or a trusted adult.

Our aims

- To promote the well-being of all pupils and staff.
- To raise awareness of bullying and create a school ethos which encourages both children and adults to disclose and discuss incidences of bullying behaviour.
- To prevent, reduce and to eradicate all forms of bullying.
- To ensure that the reporting process is adhered to.
- To ensure that all incidents or reports are taken seriously.
- To ensure that action is taken as quickly as possible.
- To promote a whole school approach, where signals and signs are identified and swift and effective action is taken.
- To ensure that all pupils, staff and parents are aware of this policy and their obligations.

What is bullying?

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying).' (DfE, *Preventing tackling and bullying*, July 2017)

Bullying is a form of peer-on-peer abuse, other examples of which are listed in Appendix 1.

We define bullying as physical or verbally aggressive behaviour that occurs '**Several Times on Purpose**' and that negatively effects the emotional wellbeing of another. The school uses this definition to help children understand the seriousness of bullying compared to other unacceptable behaviours and provides the '**STOP**' acronym that leads to children knowing they should '**Start Telling Other People**'.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments (including 'sexting')
Homophobic	Because of, or focussing on the issue of sexuality.
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Text messages, emails, social media or gaming misuse of images and video
Material	Damage to belongings and extortion

Bullying is often motivated by prejudice against particular groups, for example on grounds of:

- Race
- Religion
- Gender
- Sexual orientation
- Special educational needs or disabilities
- A child being adopted, in care or has caring responsibilities

It might be motivated by actual differences between children, or perceived differences. However, there may also be no apparent reason for the bullying.

Bullying can also take place through third person involvement i.e. another person being encouraged to take part in any of the behaviours above.

All staff should also be aware of the possibility of a member of staff bullying a child. Should anyone suspect that this is taking place, this should be reported immediately to the headteacher. This also includes any incidents of adult bullying by staff or parents. If the headteacher is suspected of bullying, the matter should be reported to the Chair of the Governing Body.

Bullying is not:

It is important to understand that bullying is not falling out on occasion with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children do sometimes fall out or say things because they are upset. When *occasional* problems of this kind arise it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Bullying is defined as **Several Times On Purpose**.

Bullying Outside School Premises

School staff members have the power to discipline pupils for misbehaving outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted upon. The headteacher will also consider whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Why is it Important to Respond to Bullying?

- Bullying hurts
- No one deserves to be a victim of bullying
- Everybody has the right to be treated with respect

- Pupils who are bullying need to learn different ways of behaving
- Schools have a responsibility to respond promptly and effectively to issues of bullying
- It can have long term effects on the mental and emotional wellbeing of the bully and the victim

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported as bullying will not be tolerated at Beech Hyde School.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is frightened of walking to or from school
- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school (school phobic)
- Begins to truant
- Becomes withdrawn anxious, or lacking in confidence
- Starts stuttering
- Attempts or threatens suicide or runs away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Begins to do poorly in school work
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or "go missing"
- Has unexplained cuts or bruises
- Comes home hungry (lunch has been stolen)
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children or siblings
- Stops eating
- Is frightened to say what's wrong
- Gives improbable excuses for any of the above
- Is afraid to use the internet or mobile phone
- Is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedures - Reporting

Children:

- Are encouraged to 'Start Telling Other People'
- Are encouraged to report possible bullying to any member of staff they trust, a friend or a member of their family.
- May post a message in the 'STOP' box (located in the school hall) to voice any concerns; they can request to talk to someone. The boxes will be checked every week by a member of the leadership team.
- May also post a message in their class worry box or ask to speak to a trusted member of staff.
- Who are 'bystanders' are encouraged to support their peers by reporting any suspected bullying and becoming an 'upstander'.

Staff:

- All incidents of suspected bullying will be dealt with by the member of staff it is reported to, usually the class teacher.
- All staff are responsible for the health and wellbeing of the children and have a duty to respond *seriously* to any claim of bullying.
- If they are unable to investigate the incident, the matter must be referred immediately to a senior member of staff.
- All instances of bullying will be recorded and monitored for patterns of behaviour by the Headteacher and reported to Governors in the termly Headteacher's Report.
- Incidents will be recorded on CPOMS and paper report forms are kept on the MSAs noticeboard for their use, before handing in to the office.
- Teaching Assistants should report to a class teacher or senior manager if they have any concerns about potential bullying.
- Mid-day supervisors report to the Senior Mid-day Supervisor, who in turn reports to class teachers and the headteacher where there are any concerns about children's behaviour.

Parents

- Parents are encouraged to share any concerns with their child's class teacher or a member of the senior leadership team.
- Parents will be informed and will be asked to come into a meeting to discuss the problem.
- If necessary and appropriate, particularly if behaviour in school is repeated out of school, the police will be consulted.

Procedures – Outcomes

Pupils who have been bullied:

- The bullying behaviour or threats of bullying must be investigated immediately and the bullying stopped.
- The pupil will be reassured that they have done nothing to deserve the bullying and that what has happened is not their 'fault'
- The pupil will be consulted on how to rebuild relationships with the perpetrator if they want to do this.
- Referral to a counsellor may be considered appropriate.

- Following investigations, staff will regularly 'check in' with children who have been bullied to ensure that the child feels happy and secure at school. Support from external agencies may be sought if appropriate.

Pupils who have bullied:

- Most importantly, the pupil should be helped to realise that bullying will not be tolerated, that it must stop immediately and that there can be no recurrence.
- Children are helped to reflect upon their actions and to empathise with how the bullied child may feel.
- Children that have bullied are supported to modify their behaviour – this may be through a monitoring chart, structured lunchtimes including pastoral support, and involvement of parents to reinforce the unacceptable nature of bullying.
- Other consequences may take place such as loss of golden time or other 'privileges' in school.
- A fixed-term exclusion may be considered if appropriate.
- After incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Ongoing support may be offered to the pupil, with external agencies being consulted for support if necessary.

Parents

- Parents / carers of both victim and perpetrator will be kept informed throughout the process.
- Close contact will be maintained with the victim's parents or carers to ensure that the victim adjusts positively back to school life as quickly as possible.
- Parent views will always be considered but the school will stress that, wherever possible, reconciliation will be considered in order to provide clear resolution for all concerned while not condoning the bullying.

Reconciliation

- The perpetrator will be asked at a suitable point to genuinely apologise, in writing or in person.
- Children will be encouraged to reconcile any issues over a period of time so that any injustice can be rectified.

Prevention

We aim to help children to prevent bullying. As and when appropriate, children may:

- Be involved in discussion about the 'Beech Hyde Code'
- Sign a behaviour contract
- Write stories or poems or draw pictures about bullying
- Read stories about bullying or have them read to a class or assembly
- Use role play and 'hot-seating' to help create feelings of empathy
- Have discussions about bullying and why it should not happen

The school has a range of strategies in place to help children work and behave cooperatively in order to minimise the possibility of bullying taking place.

- We take part in the National Anti-Bullying Week in November each year, involving all pupils in discussions about acceptable behaviours and ensuring all children know what procedures should be followed.
- We have regular school assemblies focused around PSHE themes of bullying, friendship and expected behaviour.
- We have a new PSHE scheme of work called JIGSAW, which includes themes around anti-bullying.
- The school has a clear behaviour policy that rewards positive behaviour. The school rules are clear and straightforward and focus on positive attitudes.
- The school takes a proactive stance towards challenging behaviour at lunchtime; we also have a variety of lunchtime provision (including sports leaders) that involves keeping all children engaged and active at lunchtimes to avoid unwanted behaviour.
- The school works closely with the local police to make sure that any incidents outside school are reported to the school so that children involved can then be monitored inside school as appropriate.
- Children are encouraged to reflect upon their actions.
- Both children and parents are made aware of how to use the internet safely and of the possibilities of cyber bullying. Online safety updates are circulated to parents as deemed appropriate.
- Above all, children are encouraged to 'Start Telling Other People' if they feel they are being bullied or if someone they know is being bullied.

This policy will be reviewed annually and shared as part of the Staff Handbook at the start of each year to ensure that all staff are aware of the procedures to follow.

Related school policies:

Behaviour policy

Child Protection Policy

Online safety policy

Health and safety policy

PSHE policy

This policy was written in conjunction with the following guidance:

Preventing and tackling bullying – Advice for headteachers, staff and governing bodies, DfE, July 2017

Cyber bullying: Advice for headteachers and school staff, DfE, 2014

The Equality Act 2010

The Education and Inspections Act 2006

Keeping Children Safe in Education (September 2023)

Appendix 1 – Types of Child on Child Abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive.

Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally, before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.)

Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

Bullying (physical, name calling, homophobic etc.)

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

Cyber bullying

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass, threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyberbullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic

communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

Initiation/Hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

Prejudiced Behaviour

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).