

Beaconsfield Primary School

'Shining a Light on Learning'



B - **Belief**
P - **Perseverance**
S - **Success**

Anti-Bullying Policy

February 2017

Review date:

February 2020

Anti- Bullying Policy

Statement of Intent

Beaconsfield Primary School is committed to providing a caring, friendly and safe environment for all of our children so they can learn in a relaxed and secure atmosphere. Bullying of any kind is **unacceptable** at our school. 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 staff.

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 via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Bullying can be:

- Emotional: e.g. being unfriendly, excluding or tormenting someone over a period of time
- Physical: e.g. pushing, kicking, hitting, punching or any use of violence (that happens on several occasions)
- Racist: e.g. racial taunts, graffiti, gestures
- Sexual: e.g. unwanted physical contact or sexually abusive comments
- Verbal: e.g. name-calling, sarcasm, spreading rumours, teasing
- Cyber: e.g. Areas of internet or other communication technology such as email and internet chat room misuse, text messages, calls

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'

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
- bullying of young carers or looked after children or otherwise related to home circumstances

There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups
- Certain groups of pupils 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 may be perceived as lesbian, gay, bisexual, transgender or questioning their gender role.

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
- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- 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"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable (out of character)
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above points
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received

It is important to know that these signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Objectives of this Policy

- All governors, staff, children and parents should have an understanding of what bullying is.
- All governors, staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All children 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/carers should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated and repeated / persistent offenders may be excluded from the school.

Reporting and Responding to Bullying

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. This policy should be read in conjunction with our Behaviour Policy.

Procedures for reporting and responding to bullying

- 1) All adults and children in school have a responsibility to report any incidents of suspected bullying to a member of staff.
- 2) Member of staff (if not child's class teacher) to bring the incident to the attention of the child's class teacher.
- 3) Class teacher to investigate the incident by speaking to the children involved.

- 4) If the allegation is founded, the class teacher will report to one of the Assistant Head Teachers (AHT) or Head Teacher (HT) through the use of '**Incidents involving bullying or discriminatory behaviour**' proforma.
- 5) AHT will investigate the incident, including holding discussions with pupils.
- 6) Parent/carers will be informed and will be asked to come in to a meeting to discuss the incident.
- 7) The Head Teacher will be kept informed of the investigation and outcome.
- 8) With the support of the AHT, the class teacher will put appropriate strategies in place. The bullying behaviour and/or any threats of further bullying should stop.
- 9) Provision will be put in place to help the bully (or bullies) change their behaviour.
- 10) All discussions and feedback will be in consultation with and have the agreement of the Head Teacher.

Throughout the above procedures, appropriate support must be offered to the individual who has been bullied. Support should also be offered where appropriate to children who have witnessed and reported the bullying.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise either verbally or through a letter of apology. Other consequences including BTA (Behaviour Turn Around), playground bans and exclusion may be used as deemed appropriate by the AHT/HT.
- 2) If possible, the pupils will be reconciled. This process will be closely supervised by the AHT.
- 3) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- 4) The school will provide a safe haven for the victim during school hours.
- 5) The school will work with the victim to raise self-esteem.
- 6) The school will work with the bully (bullies) to change his/her/their behaviour.
- 7) If the bullying continues the bully (bullies) will be dealt with by the Head Teacher and fixed-term or permanent exclusion will be considered.

Prevention

We recognise that to truly tackle bullying we must create an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, and a clear understanding of how our actions affect others should permeate the whole school environment and be reinforced by staff and older pupils who set a good example to the rest.

We believe that a school's response to bullying should not start at the point at which a child has been bullied. We aim to proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place.

We will use various methods for helping children to prevent bullying. These include:

- Ensuring a child friendly version of the school's anti-bullying policy is on display in every classroom.
- Annual activities during 'Anti-bullying Week'.
- Anti-bullying as a key part of our PSHE curriculum. This includes stories and role play activities to investigate the different types of bullying and develop strategies to deal with it.
- Strategies to deal with 'Cyber-bullying' as a key part of the e-safety aspect of our PSHE and Computing curriculums.
- Anti-bullying messages form a key part of our work as a Rights Respecting School and 'Class Charters'.
- Whole school assemblies and workshops/productions run by external agencies.
- Anti-bullying posters around the school.
- A zero tolerance approach to bullying modelled by all adults in school.