



Beaufort Primary School

Anti-Bullying Policy

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Next Review date	June 2019	

Policy Reviewed	Signed:	Date:



Information Page

These policies are referred to in the document

E-Safety Policy
Safeguarding Policy
Behaviour Policy

Other related documents

Social Networking Policy
Equal Opportunities Policy



All pupils have the right to feel safe and protected in school. All adults in the school community have an obligation to support this principle, and all pupils should be encouraged to share in this responsibility for the safety and well-being of each other.

We believe that children's wellbeing is at the centre of our life in school and the key to raising academic success. This is supported by high expectations for every child and by developing personal awareness, creativity and social understanding.

Aim

The aim of this policy is to ensure that all members of the school community can identify and understand the seriousness of bullying and know ways of responding to it effectively. We are committed to providing a caring and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school and will not be tolerated. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Definition

"Bullying is a form of behaviour which can be defined as a repeated, prolonged attack on an individual or group. It may be physical, psychological, social or verbal in nature. It is the wilful, conscious desire to hurt, threaten or frighten someone. It is an abuse of power. Bullying is a form of peer abuse and often thrives on a bed of secrecy." (DFE)

Bullying is not when pupils fall out or have disagreements with each other

Bullying can be carried out by individuals or groups. The characteristics of bullying are that it is:

- Deliberately hurtful
- Repeated over time (**Several Times On Purpose**)
- Difficult for those being bullied to defend themselves
- Usually hidden from adults or authority figures

Bullying can take several forms including:

- Teasing
- Name calling
- Spreading rumours
- Exclusion from the group
- Threats, including looks
- Extortion
- Damage to belongings
- Physical assault
- Racial harassment
- Sexual harassment
- Cyber bullying

Cyber Bullying

We recognise that bullying increasingly takes place in "cyber" environments, such as on the internet and through the use of mobile phones. (see *E-Safety Policy*). We recognise and will act in accordance with guidelines set down by the DfE on cyberbullying as specified on www.gov.uk/.../Cyberbullying

Homophobic Bullying

Homophobic bullying does not only affect lesbian, gay and bisexual (LGB) young people. Anyone who is perceived as different can become a target of homophobic bullying. Like any other form of bullying, homophobic bullying can be distressing for a pupil and can affect their confidence and well-being. An important aspect of our role is making sure every pupil - regardless of their sexual orientation – has someone to turn to if they are being bullied and that they feel included and valued – at home and at school. Parents/carers of the victim and perpetrator will be informed immediately and should the matter persist, the pupil could face further sanctions. Explicit teaching of why this behaviour is unacceptable will be shared with the pupil and parents/carers. (See *Behaviour Policy*)

Racist Bullying

Britain is a multi-racial and multi-faith country and everyone has the right to have their culture and religion respected by others. Nobody has the right to call pupils names or to treat them badly because of their colour, race or religion. Racist bullying is not just about the colour of people's skin, it can be about their ethnic background or religion too. All incidents of racism are acted upon, recorded and monitored.

The effects of bullying

Bullying is found in all walks of life. It is an issue that is not diminished by being ignored. Ultimately bullying is learned behaviour and can be unlearned too.

Bullying can be profound and have a long lasting affect on pupils and their families. Potential outcomes of bullying are known to include:

- Unhappiness
- Loss of confidence and self esteem
- Poor school attendance and achievement
- Feeling let down by adults
- Fear and self-blame

Possible signs of bullying to look out for include:

- Reluctance to attend school
- Asking to be accompanied to school or to change route
- Mysterious headaches or stomach aches
- Becoming withdrawn
- 'Losing' possessions
- Damaged possessions
- Hitting out at others or becoming aggressive
- Nightmares or sleeplessness
- Bed-wetting
- Unexplained bruises
- Refusing to talk about any of these problems
- Giving unlikely reasons for any of these problems

Pupils who are bullied tend to have very low self-esteem. They can feel guilty and worthless and, because they sometimes lack self-assertion skills, they are targeted by pupils who themselves bolster their own low levels of self-esteem by physically hurting, mocking and shaming "weaker" peers. Staff generally need to be aware of the ways in which school practices may enhance or diminish pupils' levels of self-esteem.

Sometimes an incident starts out of school only to be carried over into school time. Equally a problem which develops in school might escalate into trouble out of school. Incidents like this can take a great deal of time to sort out. Our advice to parents/carers is that it is easier to sort out a problem by approaching school first so that we can offer support.

We believe that:

- It is possible to counter bullying effectively
- Bullies need help and support to change their behaviour
- The person being bullied needs a balance between protection and empowerment

It is the aim of our approach to bullying at Beaufort Primary School to work towards achieving all three of the above statements.

Preventive measures

At Beaufort Primary School we:

- Incorporate British Values through the planned taught curriculum as part of their links with Spiritual, Moral, Social and Cultural aspects of learning.

The five key British Values are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

These values are discussed with pupils through assemblies and within class.

- Establish school rules and class codes which demonstrate caring behaviour, and ensure that they are understood by all pupils through whole school assemblies and class discussions
- Specify clearly those types of behaviour which are considered to be "bullying" and therefore unacceptable
- Ensure that all pupils and adults in the schools Anti bullying Awareness Week during the Autumn term.
- Specify clearly what sanctions and support will follow bullying behaviour

All Staff:

- **Are available** - make it known that they are ready to listen. Provide immediate support
- **Listen to the pupil** - ask who was involved and how she or he is feeling
- **Record** - the incident and forward this to Senior leaders
- **Respond** - ensuring that responses are non-aggressive and provide models of positive behaviour.
- **Identify vulnerable pupils** with long-term needs requiring support.
- **Follow up** - review progress and evaluate policies and intervention.

Principles for the management of incidents

- A secure environment is provided in which incidents can be reported confidently
- The pupil who has been bullied should be made to feel safe and listened to
- All pupils should be shown that bullying is taken seriously

- Staff should respond calmly and consistently to incidents of bullying
- The school protects and supports all parties while the issues are resolved
- The person who has done the bullying, and those who may have colluded, are encouraged to behave in a more acceptable way
- Interventions are monitored and followed-up appropriately at the individual, group or whole school level.

Working with parents/carers

It is essential to involve parents/carers where bullying has taken place. The school will meet with parents/carers with the aim of minimising the likelihood of further bullying regardless of whether one is talking about the child who has bullied or the one who has been bullied.

Guidance for parents/carers:

If your child thinks they have been bullied

- Encourage your child to talk about what is worrying them, but be patient as she or he may be distressed
- Stay calm but show that you are supportive
- Avoid dwelling on sensitive issues
- Reassure your child that you are sympathetic and will do something about it
- Explain that it can happen to most people at some time or another
- Try to help him or her to see the difficulty as a problem that can be solved
- Ask your child if they can see ways of changing things
- Talk to staff at school about bullying and work with them to improve the situation
- Help him or her to develop coping strategies
- Help everyone to keep a sense of proportion in the situation

When talking with teachers about bullying:

- Try to stay calm and bear in mind that the teacher may have no idea that your child is being bullied or may have heard conflicting accounts of an incident.
- Be as specific as possible about what your child says has happened, give dates, places and names of other children involved.
- Ask if there is anything you can do to help your child or the school.
- Stay in touch with the school and let them know if things improve as well as if problems continue.

If your child is bullying others:

- Ask why
- Talk with your child and explain that what he/she is doing is unacceptable and makes other children unhappy.
- Discourage other members of your family from bullying behaviour or from using aggression or force to get what they want.
- Show your child how he/ she can join in with other children without bullying.
- Make an appointment to see your child's teacher and explain the problems your child is experiencing as well as discussing how you can work together to stop him/ her bullying others.
- Regularly check with your child how things are going at school.
- Give your child lots of praise and encouragement when he/ she is co-operative or kind to other people.



School Procedures

- All incidents of suspected bullying are reported to senior leaders.
- Incidents are recorded (**Appendix A**). This kept in the Head Teacher's office.
- Where judged necessary, parents/carers of all the pupils involved should be informed and will be asked to come in to a meeting to discuss any issues.
- Support will be given to help the pupil displaying bullying behaviour to change their behaviour.

Working with children

Work with an individual or a group of pupils is carried out:

- To reduce the likelihood of instances of bullying occurring
- To respond to the needs of pupils who have been bullied and of those pupils responsible for the bullying

This work may happen within class, by senior leaders, through support from the Pastoral Support Worker or Teaching Assistants.

Work with pupils following any discovery or report of bullying must avoid aggravating the bullied pupil's physical or emotional distress. Staff need to take particular care that in following up a complaint of bullying they do not expose the bullied pupil to the risk of even more bullying. They should take all reasonable measures to ensure that the pupil is supported and protected.

Where a pupil has suffering prolonged or intense anxiety or distress, referral to outside agencies should be considered.

We will:

- Provide an opportunity for discussions with the pupil who has been bullied
- Avoid embarrassing and shaming the bullied pupil by focusing on a particular incident when the child is present
- Use "supportive" pupils to ensure that the bullied child is befriended and supported
- Consider the appropriateness of specialist help, having consulted and secured the agreement of parents. Outside agencies which may provide this expertise include a Family support worker (referral can be made through an EHA).



Appendix A

Name of child:

Beaufort Primary School – Bullying Incident Form

Appendix A

(Male/Female)

Class:

A raised concern about bullying

Who reported the concern?

Date:

Names of other pupils involved:

Where the incident(s) took place:

Details of incident

Discussions with children

Sanctions/Next steps

Meeting with parent/carer and pupil following the incident:

Any further intervention or agency involvement required

Signed:

Date: