



Bhylls Acre Primary School

Anti-Bullying Policy

Policy agreed by staff: September 2022

Policy agreed by Governors: September 2022

Policy to be reviewed: September 2023

Key amendments made to this document in (date)

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Introduction

Bhylls Acre Primary School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, such as learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behavioural Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

Definition

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Bullying is generally characterised by:

- Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.
- Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.
- Targeting: Bullying is generally targeted at a specific individual or group.
- Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves.

Vulnerable pupils may include, but are not limited to:

- Pupils with SEND
- Pupils who are adopted.
- Pupils suffering from a health problem
- Pupils with caring responsibilities.

Types of bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything.

Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual-orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally
- Physically
- Emotionally
- Online (Cyber)

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Relational bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

Signs of bullying

Bullying hurts. No one deserves to be a victim of bullying. Bullying has the potential to damage the mental health of a victim. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

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:

- Changes their usual routine
- Change in attitude to people at home
- Begins to do make less effort with schoolwork than previously
- Feels ill in the morning
- Is unwilling to go to school (school phobic)
- Cries themselves to sleep at night or has nightmares
- Becomes withdrawn anxious, or lacking in confidence
- Is frightened to say what's wrong
- Lack of eye contact
- Is afraid to use the internet or mobile phone
- Starts stammering
- Stops eating
- Comes home with clothes torn or books damaged
- Has possessions which are damaged or " go missing"
- Has unexplained cuts or bruises
- Comes home hungry (money / lunch has been stolen)
- Gives improbable excuses for any of the above
- Asks for money or starts stealing money
- Becomes aggressive, disruptive or unreasonable
- Becoming short tempered
- Is bullying other children or siblings
- Begins to truant
- Attempts or threatens suicide or runs away

Although the signs outlined above may not be due to bullying, they may be due to deeper social, emotional or mental health issues, so are still worth investigating.

School Principles

Bhylls Acre clearly communicates a whole-school commitment to addressing bullying in the form of a child-friendly policy: 'Feeling Safe & Happy at School' (Appendix 1) which is shared with all children and their parents/carers and referred to regularly throughout the school year.

The ethos and working philosophy of Bhylls Acre means that all staff actively encourage children to have respect for each other and for other people's property. Good and kind/polite behaviour is regularly acknowledged and rewarded.

All reports of bullying are taken seriously and will be investigated by the class teacher or by a senior member of staff. Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

Diversity, difference and respect for others is promoted and celebrated through various lessons.

Prevention

At Bhylls Acre, we use a variety of methods to support children in preventing and understanding the consequences of bullying through class assemblies, PSHE and RSE lessons, assembly themes and Anti-bullying week.

The Friendship Stop in the playground, E-Safety Day, Worry Boxes/Happy and Sad books are also ways in which children are encouraged to look out for others and understand that bullying is unacceptable. Children are also consulted through in-school pupil questionnaires and the School Council.

Staff will regularly discuss friendship and bullying. This will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying and report any incidents and concerns about other children's behaviour.

Staff are aware that friendship groups sometimes bring about an imbalance of power and so we encourage children towards welcoming others to join them and not excluding others from their group. Staff reinforce the message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings and be kind to each other. We encourage cooperation and the development of interpersonal skills using group and paired work.

Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and extra-curricular activities.

Children are involved in the prevention of bullying as and when appropriate, these may include:

- writing a set of school or class rules
- writing a personal pledge or promise against bullying (School Council)
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays about what to do through scenarios of bullying
- having discussions about bullying and why it matters that children who use unacceptable behaviour towards others are dealt with quickly
- Tell a friend
- Tell your School Council representatives
- Tell a teacher or adult whom you feel you can trust
- Go to the Friendship stop
- Write your concern and post it in the 'worry box' or 'sad book'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE or circle time
- Ring Childline and follow the advice given

Outcomes

All known/reported incidences of bullying will be investigated by the class teacher or by a senior member of staff.

Parents of the perpetrator may also be questioned about the incident or about any concerns that they may be having.

The child displaying unacceptable behaviour may be asked to genuinely apologise (as appropriate to the child's age and level of understanding).

Other consequences may take place e.g. a parent being informed about their child's behaviour and a request that the parents support the school with any sanctions that it takes (such as loss of playtimes/privileges for a set amount of time) or measures that it puts in place (such as peer buddying).

In some cases, outside agencies may be requested to support the school or family in dealing with a child continually demonstrating unacceptable behaviour towards others. e.g. the behavioural team, early help, CAMHS or the police.

In serious cases (this is defined as children displaying an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices), support from behaviour outreach, counselling, reduced timetables, or even fixed or permanent exclusion will be considered.

During and after the incident(s) have been investigated and dealt with, each case will be recorded and monitored to ensure repeated bullying does not take place.

The Governors will be informed of any incidents recorded along with incidents, sanctions and reconciliation. This forms part of the termly Headteacher's Report. The Safeguarding and Chair of Governors will be consulted at the time of any incidents.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE) 020 7354 8321

Children's Legal Centre 0845 345 4345 KIDSCAPE

Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222 Youth Access 020 8772 9900

Bullying Online www.bullying.co.uk

Visit the Kidscape website www.kidscape.org.uk for further support, links and advice.

Appendix 1 - Feeling safe and happy at school

At Bhylls Acre Primary School we want to make sure that you feel looked after, safe and happy when you are in and out of school.

Sometimes we don't know if something bad is happening, so you need to tell us.

This policy looks at bullying, and what you can do when you feel you are being bullied, or when you notice someone else being bullied.

We can help you by:

- Helping you to know what bullying is.
- Teaching you what to do if you feel like you are being bullied, or if someone else is being bullied.
- Telling you names of grown-ups that you can speak to.





What is bullying?

A bully is someone who **hurts** another person **more than once**, by using behaviour which is meant to **scare, hurt** or **upset** that person.

At our school, we use the word '**STOP**' to identify bullying:

Several
Times
On
Purpose

It is important to remember that **single problems** and **falling out with friends** are **not bullying**. Bullying is behaviour which is **repeated** on purpose and is meant to **upset** someone.



Types of bullying

Bullying can be different things and isn't just hitting or kicking another person.

Emotional bullying is hurting someone's feelings, leaving them out or bossing them about.



Physical bullying is punching, kicking, spitting, hitting or pushing someone.

Verbal bullying is teasing someone, calling them names or using hand signs. People can also use verbal bullying to be **racist** or **homophobic**.

Racist means bullying someone because of their skin colour, race or what they believe in.

Homophobic means bullying someone because of their gender or sexuality; calling someone gay or lesbian would be homophobic.

Sexist means bullying someone because of their sex (whether they are a boy or a girl).

Cyber bullying involves sending horrid messages over the internet or by text message.

Bullying can be done through **another person**, by one person asking another person to say nasty things.



What should I do if I am being bullied?



If you are being bullied, the first thing you should do is tell the bully to **stop**.

You can also:

- Make eye contact and tell the bully to leave you alone.
- Ignore the bully and walk away.
- Tell a grown-up, such as your parent, carer or teacher.

You should try not to:

- **Do** what the bully says.
- Let what the bully says or does **upset** you.
- Get **angry** or hit them.



Always remember that if you are being bullied, it is **not your fault** and you are **never alone**.

You shouldn't be scared to **talk to someone** if you are being bullied. If you talk to a grown-up, we can **make the bullying stop**.



What should I do if I see someone else being bullied?

If you see someone else being bullied, it is important that you **help** that person.

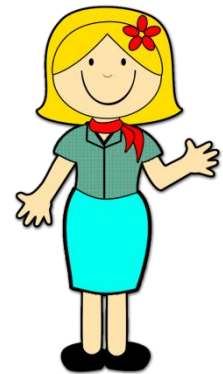
You should **never walk away** and **ignore** the bullying if you see someone else being bullied, because the bully will keep on upsetting that person.

If you can, and it is **safe**, tell the bully to **stop**, but never get angry or hit them.

Tell a grown-up, such as a teacher as soon as you've seen someone being bullied.

Grown-ups can **stop the bullying** and make that person feel **happy** again.

You should **never feel scared** to tell someone about bullying.

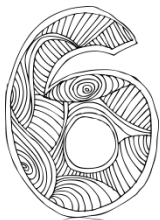


Who can I talk to?

It is important that you **tell someone** as soon as you are being bullied, or you notice someone else being bullied.

Speaking to someone like your **mum, dad, carer** or **teacher** will mean that we can make sure the **bullying stops** and doesn't happen again.

Remember, you can speak to any grown up in school if you are worried about anything at all.



How can I help stop bullying from happening?

We can all help stop bullying at our school by:

- Making sure we keep to the **rules** in this guide.
- **Helping others** when they are in need.
- Being **kind, friendly** and **respectful** to others.
- Thinking about people's **feelings** before we say or do something.
- Taking part in **circle time** and **anti-bullying week**.

