



# Beech Green Primary School

*Respect Achieve Belong*

## Anti-Bullying Policy

### Introduction

This policy plays a central role in realising our commitment to creating a secure, caring environment in which all are equally valued and respected

This policy should be applied in conjunction with the school's Relational Behaviour and Racial Equality Policies with which it is closely associated.

### Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

The aims of implementing this policy are:

- to develop positive relationships between children;
- to maintain the caring ethos of the school, in which all pupils feel valued and secure;
- to foster self-esteem;
- to prevent conflict between children at an early stage.

### Definition

For the purposes of this policy bullying is defined as:

'Persistent and repeated offensive, abusive, intimidating, malicious or insulting behaviour consciously intended to make the recipient feel upset, threatened, humiliated, angry or vulnerable' (adapted from Gloucestershire LA definition).

Bullying occurs when an individual or a group uses strength or power to hurt, either physically or emotionally, by intimidating or demeaning others. Bullying can be emotional, physical, racist, homophobic, biphobic, transphobic, verbal or cyber. It is usually persistent and is often covert, and is a conscious attempt to hurt, threaten or frighten someone. Pupils who are being bullied, may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

Bullying can take many forms including:

- **Physical bullying** which can include kicking, hitting, pushing and taking away belongings;
- **Verbal bullying** which includes name calling, mocking and making offensive comments;

- **Emotional bullying** which includes isolating an individual or spreading rumours about them;
- **Cyber-bullying** where technology is used to hurt an individual – for instance text messaging or posting messages/images on the internet or any form of social media
- **Racist bullying** occurs when bullying is motivated by racial, ethnic or cultural prejudice.
- **Sexual bullying** is where someone makes unwanted physical contact or makes sexually abusive comments.
- **Homophobic and biphobic bullying** occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.
- **Transphobic bullying** occurs when bullying is motivated by a prejudice against people who identify as trans
- **Disablist bullying** occurs when bullying is motivated by a prejudice against people with any form of disability.
- **Sexist bullying** occurs when bullying is motivated by a prejudice against someone because of their gender

With the advance in new technologies, school is aware there is an increased risk of cyber bullying using e-mails, instant messenger, social networking sites, and public websites inappropriately.

## Practice

## Prevention

The best means of dealing with the issue of bullying is to create a climate of mutual tolerance and care between all members of the school community. Such a climate is created through:

- Staff modelling a caring acceptance of and respect for others.
- Curricular opportunities to explore and discuss bullying and relationships with the children, including PSHE and anti-bullying work
- Presenting bullying as unacceptable through PSHE-related activities beyond the classroom such as school assemblies, drama presentations, etc.
- Annual Anti Bullying Week to raise the profile of the issue and repeat key messages about definitions and how to deal with it, including information to parents.

In addition, staff will take the following courses of action to help deter bullying:

- Look for early signs of distress in a child.
- Listen carefully and sympathetically to any child who is upset.
- Deal promptly and effectively with parental concerns.
- Regularly reassure all children that they will be taken seriously if they feel they are being bullied.

## Intervention

Bullying can involve any member of the school community, and will need to be investigated if the recipient feels they are being bullying.

In responding to an accusation of bullying, it is important to consider:

- The age and level of understanding of both the accuser and the perpetrator;
- Whether the perpetrator was aware of the effects of their actions;
- Whether actual harm was inflicted;
- Whether the incident was isolated or part of a pattern.

Two strategies are appropriate during the initial stages of any bullying incident, and will be suitable in resolving the majority of problems.

### **Restorative Justice.**

This works to resolve conflict by encouraging those who have caused harm to acknowledge the impact of their actions and provide the opportunity to make amends. The approach asks four questions:

1. What happened?
2. who was affected?
3. how can we put it right?
4. how will it affect future actions?

Outcomes may include:

- giving the recipient the opportunity to tell the perpetrator how they feel;
- getting the perpetrator to explain their actions and acknowledge their impact;
- offering an apology;
- taking positive action to put right the harm caused.

### **Support Groups.**

This involves seven basic steps:

- 1) Talk with the recipient to establish how they feel, to gain their agreement to this course of action and to establish who should form the support group. Invite him/her to write or illustrate how they feel.
- 2) Convene a meeting with the group members, to include those directly involved (but not the recipient), observers and some friends.
- 3) Explain the problem, emphasising the recipient's feelings, but not allocating any direct blame.
- 4) Share responsibility, making clear that there is joint responsibility to resolve the problem.
- 5) Invite solutions from each member of the group.
- 6) Leave it for the group to put into action their solutions.
- 7) Meet again with each member of the group and the recipient separately to establish how things are going and to check that the bullying has stopped.

If these approaches are not successful in stopping the problem, direct action will need to be taken against the individual/s responsible, involving:

- meeting with parents;
- formal recording of the behaviour;
- drawing up a specific plan of action to prevent further bullying;
- in extreme cases, exclusion.

### **Links with other school policies and practices**

This Policy links with a number of other school policies, practices and action plans including:

- Relational Behaviour Policy
- Safeguarding
- Complaints
- Acceptable Use Policy
- Racial Equality
- Racist Incidents

### **Monitoring, evaluation and review**

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

### **Conclusion**

Beech Green is proud of its strong, caring ethos built upon respect for the individual. We wish to prevent bullying occurring in our school, and in producing this policy we are asking parents, children, staff and governors to help in the promotion of this aim.

For further information of concerns that may lead into safeguarding issues, see Safeguarding Policy.