Anti-Bullying Policy
July 2023

This policy should be reviewed annually

"Together unlocking the potential of every child, inspiring children and changing lives"

Introduction

At Beaupré Community Primary School, we are aware that children may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our children.

In line with the *Equality Act 2010* it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it;
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Beaupré Community Primary School, we are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment. Under the *Children Act 1989* a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should follow safeguarding reporting protocols.

This policy is closely linked with our Behaviour Policy, our Safeguarding Policy, our school Code of Conduct and the school's Vision and Aims.

Principles

It is the responsibility of the governing body and the Headteacher to ensure that all members of the school community work within a safe and enabling environment.

We value children developing, positive relationships, respecting others and their beliefs.

The four guiding principles of the Early Years Foundation Stage underpin our Anti-Bullying Policy from the moment a child enters our school, and throughout their time at Beaupré. They are:

- every child is a *unique child*, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through *positive relationships*;
- children learn and develop well in *enabling environments with teaching and support from adults*, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- *children develop and learn in different ways and at different rates* including children with special educational needs and disabilities.

Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all children.

We aim for all children to be 'happy and confident, so they achieve their potential' (*Vision and Aims*) through learning and playing in a safe and secure environment. All children are listened to and respected. We aim for all pupils to reach their potential academically, socially and personally through learning and playing in a safe and secure environment.

Bullying Definition

At Beaupré, we discuss what bullying is, as well as incidents we would not describe as bullying, with all children through assemblies and PSHE lessons. We agree that:

Bullying is causing hurt, harm or humiliation to someone else. This can be either physically, emotionally or both.

In order for this to be bullying, it needs to include **all** of the following 3 things, referred to as **RID**:

- **R**epeated and takes place over a period of time.
- **I**mbalance of power (being carried out by more than one person, or one person who is bigger or older, for example).
- **D**eliberate

Types of Bullying

Cyber-Bullying

The rapid development of, and widespread access to, technology, particularly online games and Social Media, has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, as people can forward-on content.

Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel degraded, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Transgender and Homophobic Bullying

This occurs when bullying is motivated by a prejudice against transgender, lesbian, gay or bisexual people (LGBTQ+).

Vulnerable Groups

We recognise that some groups of children may be more vulnerable to bullying, including:

- Looked After Children
- Children who have a caring responsibility
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children or their parents who may be or are perceived to be gay, lesbian or bisexual
- Those suffering from health problems, including mental health

Bullying Prevention

Preventing and raising awareness of bullying is essential to keeping incidents in our school to a minimum. Through assemblies as well as PSHE lessons, children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. Children are taught to tell an adult in school if they are concerned that they themselves or someone else is being bullied. Children are encouraged to refer to the school's RID (see above). Adults refer to the RID to clarify with the child whether an incident or potential incident is deemed to be bullying or not. Definitions of RID are worn by staff on their lanyards and displayed on posters around the school.

The school has a 'Worry Box' where worries can be shared with an adult (or by it can be arranged for them to speak to another child, if preferred).

Code of Conduct

Our school *Code of Conduct* is regularly promoted in assemblies, shared with parents in our weekly newsletter, and displayed throughout the school. Through children following these expectations, and staff reinforcing them, bullying should be significantly reduced. Our Code of Conduct is as follows:

- I keep myself and others safe
- I show respect for myself and others
- I am ready for learning and joining in

Behaviour Policy

Our *Behaviour Policy* includes rewards and consequences which are used consistently, alongside positive relationships, to prevent anti-social behaviour, and promote pro-social behaviour. Rewards include house points, weekly certificates presented in an achievement assembly, Hot Chocolate with the Head and Pride Postcards.

Potential or actual bullying incidents are recorded in an incident file in the Headteacher's Office and on the school's electronic system which is used to record serious behaviour. Consequences are natural and linked to the behaviour. Children will be provided opportunities to discuss their behaviour with their class teacher, senior member of staff or Headteacher, as well as parental contact when appropriate.

Responding to Bullying

All cases of alleged bullying should be reported to the Headteacher or senior member of staff (Deputy Headteacher or SENCo).

In any case of alleged bullying, either the class teacher, the Headteacher, or a senior member of staff should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and child witnesses if necessary and appropriate.

Any potential or actual bullying incidents are recorded. The Headteacher (or SLT member) should seek to use a restorative approach with the perceived perpetrator(s) and victim(s). The perpetrator(s) should fully understand the consequences of their actions on the victim(s), and apologise without reservation. Both parties should be clear that a repeat of these behaviours will not be acceptable.

All bullying incidents must be recorded. Parents of both parties should be informed.

If the situation does not improve, the Headteacher (or SLT member) should meet with the parent(s), of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the children involved. Any further incidents should lead to intervention, further monitoring, support and punitive sanctions as deemed necessary. Any necessary action should be taken until the bullying has stopped, including outside agencies where necessary.

Signs of Bullying

Staff should be vigilant in looking out for signs of bullying or other child protection issues including:

Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

Behavioural: asking to be taken to school, coming home for lunch, taking longer to get home, asks for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.