



Anti-Bullying Policy

Ratified by Governors: April 2025

Review date: April 2026

Headteacher: Tina Oakley

Chair of Governors: Brendan Chilton

This policy should be read in conjunction with our Behaviour Policy & the Trust Equality Statement (both can be found on our website). The Trust Equality statement makes reference to the Equality Act 2010, which protects individuals from discrimination on the basis of protected characteristics.

Position and Values

This policy will help staff to achieve the vision of the school:

“Through the delivery of a knowledge-led, experiential curriculum we support all learners to reach their true potential and beyond. Important relationships forged with parents, the community and our sister schools help us to nurture young learners on their unique path to the future.” (School ethos statement).

It will ensure that the school provides an environment where every child can feel: safe, healthy, able to enjoy and achieve, able to contribute to future economic well-being and be able to make a positive contribution (to the wider community). (Every Child Matters objectives)

To protect the rights of all children to have a safe and secure learning environment, Beaver Green Primary School will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our school's ability to educate children and a child's ability to learn. If such a case arises, the staff at Beaver Green Primary School will follow the anti-bullying guidelines laid out in this policy. This will enable staff to identify children displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the school community effectively and positively; keeping all other children safe, happy and confident

Clarification of Terms

Definition of Bullying Behaviour

We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses to friendship problems will be different to the strategies used to address bullying behaviour.

Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental, where both children make an effort to resolve the problem. However, we recognise that repeated friendship problems can sometimes lead to bullying behaviour.

Bullying behaviour is defined as “The repetitive and/or intentional hurting of one person by another(s), where the relationship involves an imbalance of power.” (Anti-bullying Alliance 2011). Essentially, it is someone who deliberately sets out to hurt another person on more than one occasion. All children have upsets and squabbles; these are not classed as bullying and are dealt with through the school's Behaviour Policy.

Definition of cyber-bullying

Cyber-bullying is the use of technology such as mobile phones, email, chat rooms or social media sites such as Facebook and Twitter to harass, threaten, embarrass, intimidate or target a child. Unlike physical bullying, cyber-bullying can often be difficult to track as the cyber-bully (the person responsible for the acts of cyberbullying) can remain anonymous when threatening others online which encourages them to behave more aggressively than they might face-to-face.

Types of bullying

Bullying can take many forms:

- **Physical bullying** (hitting, punching, finger jabbing, any inappropriate touching, pinching, jostling, breaking or taking property).
- **Verbal bullying** (name calling, put downs, threats, teasing, ridiculing, belittling, name calling, excessive criticism or sarcasm).
- **Indirect bullying** (rumours or stories, exclusion from a group, shunning, invading privacy, graffiti designed to embarrass, withholding friendship or affection).
- **Cyber bullying** sending nasty phone calls, text messages or emails/chat rooms (ICT Acceptable Use Policy).

Some bullying is done because a child is deemed to belong to a certain group. This has been labelled 'prejudice based bullying', and includes homophobic bullying, racist bullying, transphobic bullying, biphobic bullying, sexual or gender bullying, and bullying of children with learning or other disabilities. This goes against our commitment to the Equalities Act 2010.

Types of cyber-bullying

- **Flaming:** Online fights usually through emails, instant messaging or chat rooms where angry and rude comments are exchanged.
- **Denigration:** Putting mean online messages through email, instant messaging, chat rooms, or websites set up to make fun of someone.
- **Exclusion:** Intentionally leaving someone out of a group such as instant messaging, friend sites, or other online group activities.
- **Outing:** Sharing secrets about someone online including private information, pictures, and videos.
- **Trickery:** Tricking someone into revealing personal information then sharing it with others.
- **Impersonation:** Pretending to be someone else when sending or posting mean or false messages online.
- **Harassment:** Repeatedly sending malicious messages to someone online.
- **Cyber-stalking:** Continuously harassing and denigration including threats of physical harm.

Actions NOT considered to be bullying

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Making other children play things a certain way
- A single act of telling a joke about someone
- Arguments
- Expression of unpleasant thoughts or feelings regarding others

- Isolated acts of harassment, aggressive behaviour, intimidation, or meanness

Reasons for bullying

Some reasons why children might bully someone include:

- They think it's fun, or that it makes them popular or cool
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure or lack confidence or are trying to fit in with a group
- They are fearful of other children's differences
- They are jealous of another child
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them.

The effects of bullying

All forms of bullying cause psychological, emotional and physical stress. Each child's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness · loss of interest in activities they used to enjoy
- Unexplainable injuries
- Lost or destroyed clothing, books, electronics, or jewellery
- Frequent headaches or stomach aches, feeling sick or faking illness
- Changes in eating habits, like suddenly skipping meals or binge eating. Children may come home from school hungry because they did not eat lunch
- Difficulty sleeping or frequent nightmares
- Declining grades, loss of interest in schoolwork or not wanting to go to school
- Sudden loss of friends or avoidance of social situations
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

Roles and responsibilities

The Education Act 2002, Education and Inspections Act and Equalities Act 2010 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Additionally, Beaver Green Primary School has developed this Anti-Bullying Policy; a copy of which is available from the school office and on the school website for parents, staff and pupils to access when and as they wish.

Schools have the legal power to make sure pupils behave and do not bully outside of school premises, for example on public transport or in nearby public communal areas. If seen as appropriate the Head or staff can choose to report bullying to the police or local council. During school hours, including while pupils are taking part in school visits and after school clubs, the school has direct responsibility to ensure children feel safe and secure.

The role of governors

The governing body supports the Head in all attempts to eliminate bullying from the school. The governing body will not condone any bullying at all, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.

The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the Head to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of the school's anti-bullying strategies.

A parent/carer who is dissatisfied with the way the school has dealt with a bullying incident should first make contact with the Deputy Headteacher to see if the situation can be resolved informally. If this does not resolve the concern then parents should refer to the complaints procedure which can be found on our website or can be made available as a hard copy from the school on request.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school's anti-bullying strategy, to ensure that all stakeholders are aware of the school policy and that they know how to identify and deal with incidents of bullying. The Head will report to the governing body about the effectiveness of the Anti-Bullying Policy on request.

It is the Head who must ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in school. The Head will draw the attention of children to this fact at suitable moments. For example, the Head may decide to use an assembly as the forum in which to discuss with the children why bullying is wrong.

The Head will ensure that all members of staff receive sufficient training to be equipped to identify and deal with all incidents of bullying.

The Head will set the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the school's Anti-Bullying Policy.

All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

Staff will use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. They will use drama, role-play, stories etc. within the curriculum to help pupils understand the feelings of bullied children and to practise the restraint required to avoid lapsing into bullying behaviour. Ring fenced time will also be used to praise, reward and celebrate the successes of all children, and thus to help create a positive atmosphere (through celebration assemblies, informal interaction between children and staff, use of the positive behaviour ladder, stickers, speaking positively about children to their adults).

Members of staff will keep a vigilant watch on suspected 'bullies;' any incidents will be handled carefully. It is

important that the child responsible for initiating the bullying is dealt with appropriately.

If an allegation of bullying has been made against a pupil or bullying behaviour has been observed by a member of staff, they will need to follow the steps outlined below (section 5, reporting, sanctions and monitoring).

The Beaver Green Primary School team will do all they can to support a child who is being bullied.

Bullying in the workplace

Incidents, where it has been deemed that a member of staff has been bullying a child, will be taken very seriously. The Headteacher, with the support of the governing body, will deal with this; formal action will be taken where necessary. Such action will also be taken if it is deemed that a member of staff is bullying other members of staff.

In the event of the Headteacher being involved in such incidents, reports will be given immediately to the Executive Headteacher who will also take formal action where necessary.

The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately in a calm manner. Please see section 5 of this document, 'Reporting, sanctions and monitoring' for more details.

Parents/carers have a responsibility to support the school's Anti-Bullying Policy by actively encouraging their child to be a positive member of the school and this expectation of support is outlined in the Home/School agreement.

The role of pupils

Pupils are encouraged to tell somebody they trust if they are being bullied, and if the bullying continues they must keep on letting people know; the children are taught a number of strategies to help them with this.

Pupils are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Cyber bullying

Beaver Green Primary School has a separate policy related to e-safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place.

The ICT Code of Conduct is displayed prominently in the Computing Suite / classrooms and is explained and discussed with pupils in assemblies, PSHE classes and Computing classes.

Reporting, sanctions and monitoring

How to report bullying

1. Concerns about bullying should first be brought to the attention of the child's class teacher. They are best placed to share their observations and to work with parents to find a resolution.
2. Ongoing concerns should be taken to a member of the Welfare Team. The team is available daily and can be contacted by phoning the school office (01233 621989), or by seeing them on the

playground before or after school.

3. If you feel the problem has not been resolved then the concern should be brought to the attention of the Assistant Head in charge of your child's phase for further investigation.

(Nursery & Reception, Year 1 and Year 2, Mrs Wood, Year 3, 4, 5 & 6 - Mrs Bourne)

Procedures

The following steps must be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached, or who suspects/observed the bullying.
- A account of the incident will be recorded in writing either by the victim or the member of staff recording the victim's verbal statement.
- The member of staff dealing with the incident will record the details onto Bromcom - under safeguarding
- If the incident is considered to be racist in nature this will be recorded onto Bromcom under safeguarding.
- Records of this nature will be viewed in relation to child protection records by the Designated Safeguarding Lead Team. This is to ensure that bullying behaviour which may be an indicator of safeguarding concerns is addressed.
- It may be necessary for a formal investigation into the bullying allegation to take place. The Assistant Headteacher or a member of the school's Welfare Team, will interview all concerned and will record the incident on the children's records on Bromcom.
- Observations both in class and on the playground may also take place.
- Teachers will be kept informed and asked to monitor the situation; reporting their findings.
- Once the investigation is concluded, parents will be invited to a meeting to discuss investigation outcomes. The Assistant Headteacher or Welfare Team member will discuss whether there is evidence to confirm it is a bullying incident.

If bullying is not confirmed

If the allegation of bullying is not confirmed, the incident will be recorded as 'resolved.' The Assistant Headteacher or Pastoral Team member will meet with the child on a regular basis to ensure no further intervention is required.

Should repeat allegations be made about the same child, a further investigation will take place. This may be referred to the Deputy Headteacher, or could require referral to partner agencies for support.

If bullying is confirmed

- If the allegation of bullying is confirmed, the parent of the child that is bullying will be informed. Bullying behaviour will be permanently recorded on the school's Management Information System.
- A range of sanctions will be used as appropriate and in consultation with all parties concerned. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed

term and in the event of persistent bullying, permanent exclusion. Where appropriate the school may inform the police or social services.

- If deemed necessary, in-school support and intervention for the bully and victim will be provided by a member of the school's Pastoral Team.
- Should bullying behaviour continue despite in-school support and intervention, external intervention and support will be sought from partner agencies.
- Mediation between parents of the children will take place, should this be required.

There will be a bi-termly audit and analysis of incident logs and interventions to continually improve practice. This school has set procedures to follow in implementing sanctions where a bullying incident has occurred. As described above sanctions are applied in appropriate proportion to the event and it is expected that parents support the school in its decision.

In the event of all other avenues being exhausted, or in particularly serious cases that lead to exclusion, governors will examine the evidence that a wide range of strategies had been tried and failed to affect a positive change in the bullying behaviour.

Monitoring, evaluation and review

- Governors, the Head and relevant staff will review this policy annually and assess its implementation and effectiveness.
- The policy will be promoted and implemented throughout the school.
- The School Council will review the effectiveness of the policy annually and their views given to the Head.
- A pupil questionnaire will be given to a representative cross section of students every year. The resulting data will be considered in the annual policy review and reported to governors
- A record of all such incidents will be kept both centrally and on students' files.
- The numbers of incidents will be reported to governors at Safeguarding Culture Meetings or provided to them at any time on request
- Bullying data will be analysed to reflect and re-design further strategies to improve procedures.
- The DSL team will monitor Bullying Logs in relation to child protection records, to determine if bullying is deemed a safeguarding issue.

Strategies to reduce bullying

Beaver Green Primary School has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- the consistent promotion of the school's code of behaviour which requires all pupils to be kind underpinned by the school's value of mutual respect;
- the reinforcement of the clear message that violence has no place at Beaver Green Primary School.
- consultation with the 'Student Council' on appropriate action;
- take part in initiatives such as Anti-Bullying Week;
- training for all members of staff on anti-bullying policy and strategy;
- the supervision by school staff of all play areas at lunch times and breaks;
- providing information to all parents on the symptoms of bullying and the steps to take if they suspect their child is being bullied;
- a clear policy of mobile phones not permitted to be in use during school hours;
- the celebration of all student's backgrounds and cultures through assemblies;
- the training of a cross section of students as anti-bullying ambassadors;

- during assemblies and PSHE/Jigsaw learning sessions discuss and explore bullying issues with the children;
- raising awareness of cyber bullying and teaching children to safely use technology (including mobile phones, email, internet);
- all websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher.. Action will be taken and recorded;
- effective recording systems; all cases of bullying are recorded on Bromcom
- work with multi-agency teams including police and children’s services as appropriate;
- contact the parents of both the child being bullied and the bully;
- challenge sexual content within verbal abuse especially challenging the word ‘gay’ and other homophobic language.

Useful Websites	
www.anti-bullyingalliance.org.uk www.childline.org.uk www.kidscape.org.uk www.each.education www.youngminds.org.uk www.youngstonewall.org.uk www.bullying.co.uk	www.nspcc.org.uk www.stoptextbully.com www.beyondbullying.com www.childnet-int.org www.cyberbullying.org www.chatdanger.com www.thinkuknow.co.uk

Frequently Asked Questions:

What happens once an alleged bullying concern has been reported?

- ✓ A written record is automatically started which remains on school file (saved on our Management Information System). The record includes the name of the child that has reported the incident and the name of the child the bullying allegation has been made against.
- ✓ The written record (or bullying allegation log) is kept in order to identify patterns involving the children listed (both the accused and accuser).
- ✓ When a child moves to a new school, the written records are still retained by Beaver Green Primary School but forwarded if there has been a confirmed case of bullying.
- ✓ Next, a member of staff will speak to the child that has reported their concerns. A professional opinion will also be made about whether or not to speak to the alleged ‘bully’ or whether to observe from a distance over a sustained period of time.
- ✓ Often, observations are not required to take place because after speaking to the children involved the matter is quickly resolved. The case is then recorded on the written record as ‘closed’ (although this log does remain permanent) and findings will be reported to the parent of the child that has made an allegation.

- ✓ Although the case is closed, a member of staff (class teacher, teaching assistant or member of the welfare team) will continue to check in with the child(ren) on a regular basis to ensure no further intervention is required.

What is meant by ‘observe from a distance over a sustained period of time?’

- ✓ If the initial member of staff is unable to confidently determine whether or not bullying is taking place, then a formal investigation will occur. This means that the involved children will be observed at a distance; both in class and on the playground. Adults that work with the children will also be interviewed in order to gather their views. Other children may also be questioned.

Do the children know they are being observed or an investigation is taking place?

- ✓ No.

How long does a formal investigation (and observations) last?

- ✓ It depends on each individual case and will continue until we are certain whether it is bullying or not. It usually lasts no more than two weeks. In rare circumstances it can take months.

Why does a formal investigation have to take place and why for so long?

- ✓ A bullying allegation is **extremely serious** and has considerable repercussions. The term ‘bullying’ should therefore not be used loosely. Accusations, confirmed or not, are permanently recorded on a child’s school file.

What happens if bullying is confirmed?

- ✓ The parent of the child that is bullying will be immediately informed. Bullying behaviour will be permanently recorded on the child’s records which are transferred to all new schools.
- ✓ A range of sanctions will be used as appropriate, in proportion to the event. These sanctions could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term exclusion and in the event of persistent bullying, permanent exclusion. Where appropriate the Head of School may inform the police.

What do I do if the school tells me that my child is bullying?

- ✓ If you have been told that your child has been bullying another child, it is difficult for any parent to accept. Please trust that the school would have undertaken a comprehensive formal investigation which is a compilation of professional judgements, views and observations.
- ✓ Try hard not to become defensive and automatically place blame on the child that made the allegation or accuse them of being a bully too. An investigation would have already been undertaken which would confirm that this is not the case.
- ✓ Work with the school to support your child to understand that their actions are wrong so that they don’t repeat this behaviour again. Support the school with the proposed sanction.
- ✓ In extreme circumstances where a parent is unwilling to accept that their child has shown bullying behaviour, external intervention will be called upon to support both the parent and child.

What support is provided to prevent it from happening again?

- ✓ In-school support and intervention for the bully and victim will be provided by members of the school’s Welfare Team, and the class-based staff.

- ✓ Should bullying behaviour continue despite in-school support and intervention, external intervention will be sought from our partner agencies.
- ✓ Mediation between parents of the children will also take place, should this be required.

Who monitors bullying allegations?

- ✓ The Head and Assistant Headteacher are responsible for ensuring written records are up to-date.
- ✓ Governors, Head and relevant staff review the policy every year to assess its implementation and effectiveness.
- ✓ The Headteacher produces a report to governors annually, analysing bullying incident reports.

What is the school doing to help children who have persistent friendship problems?

- ✓ Class teachers know the children in their class extremely well and are therefore quick to anticipate any friendship problems. These are therefore dealt with on an informal and ongoing basis. The class teacher will only notify parents if problems persist.
- ✓ The school uses a PSHE Scheme of work which supports all children to develop social skills and emotional resilience (Jigsaw).
- ✓ The school has clear expectations for behaviour and robust policies in place.
- ✓ The school is now a THRIVE accredited school so is able to identify and appropriately support children who display bullying tendencies through intervention.
- ✓ The school has its own Pastoral Team and staff are highly trained in supporting children and families with a range of issues including anger management, bereavement support, supporting children and families in the aftermath of domestic abuse, to name a few.
- ✓ Interventions are put in place for children who struggle with understanding social cues and interaction appropriate to their age.

I believe my child is being bullied. Should I take matters into my own hands and approach that child's parent?

- ✓ No. This can make matters far worse as parents become very emotive. Please report any concerns to the school and trust us that we have the correct procedures in place.
- ✓ The school has an experience Welfare Team who are highly trained and skilled in their specific areas.
- ✓ The school will not necessarily be able to resolve matters straight away, depending on the complexity of the situation, but are here to listen and willing to help. It will stop.
- ✓ Support the school in helping your child to develop resilience strategies so that they are successful if confronted with similar problems later in their schooling career or life.
- ✓ Where parents have taken matters into their own hands resulting in conflict, the school will not tolerate verbal / physical abuse in the playground. Support from the school's police liaison officer will be requested and external mediation may be offered.

What should I do if I have concerns about whether the school's Anti-Bullying Policy is being

followed?

- ✓ The school has many policies in place which are rigorously adhered. If however, you are concerned that this is not the case then please informally contact the Deputy Headteacher or Head of School in the first instance.
- ✓ If you are still not satisfied, you should follow the school's Complaint Policy which can be located on the school's website and is available upon request.

My child is having problems with another child. What should I do?

- ✓ Listen to your child and try to give them strategies for how to deal with the other child (e.g. say to the other child, "Stop. I feel...when you..."). Then decide whether you think it is a friendship problem or if it is indeed bullying.
- ✓ We acknowledge that both friendship problems and bullying behaviour can be upsetting and unpleasant but it is important to distinguish between the two, as the responses by the school to friendship problems will be different to the strategies used to address bullying behaviour.
- ✓ Friendship problems may be an occasional incident where both children disagree and find it difficult to resolve the disagreement without adult help. It is unlikely to be repeated behaviour and may even be accidental. In some cases, friends may fall out with each other more often. This is perfectly normal and part of growing up.
- ✓ Bullying is the REPEATED, INTENTIONAL and TARGETED hurting of one person by another(s).
- ✓ If it is a friendship or bullying problem, speak to your child's class teacher in the first instance. If the problem persists, please talk to the Assistant Headteacher for your child's phase, or a member of the Welfare Team.