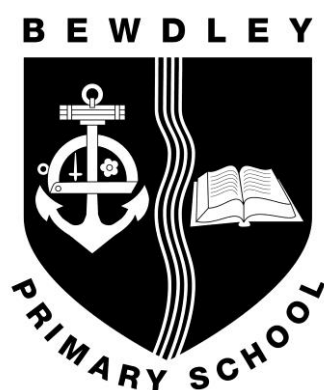


May 2023

To be reviewed May 2024



Anti - Bullying Policy

2023

Bewdley Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

At Bewdley Primary School, we aim to provide a secure and happy environment where everyone can enjoy learning and be inspired to:

- Achieve their best in everything by being responsible and working hard
- Appreciate their own and others' value and importance
- Be thoughtful, kind, caring and active members of the school and beyond
- Be proud of their achievements
- Develop imagination through creativity and resourcefulness
- Be resilient and determined to overcome any obstacle

Our Three Rules are:

READY

RESPECTFUL

SAFE

Principles and Values

As a school we take bullying and its impact seriously. Pupils, parents and staff should be assured that known incidents of bullying will be responded to. Bullying will not be tolerated at Bewdley Primary School as it can cause short- and long-term emotional damage to individuals. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will consistently challenge any behaviour that falls below this.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

Many of us have encountered bullying at some point in our lives, but we all deal with it differently. The aim of this policy is to work together to ensure that our school is a safe place for children and adults to be; whether the school community is directly or indirectly affected by bullying or not.

What Is Bullying?

Bullying can take many forms but has three common factors:

- It happens more than once; it's repetitive
- It is on purpose; the perpetrator(s) mean harm
- It is somehow unjust; the perpetrator(s) may be superior, have more self-confidence, be older or stronger. There may be an imbalance of power

In other words, bullying at Bewdley Primary School is considered to be, "unacceptable behaviour which occurs 'several times, on purpose'." (S.T.O.P). On purpose implies intent.

Bullying can be short term or continuous over long periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical	pushing, kicking, biting, hitting, punching or any use of violence
Racial	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality and gender
Direct or indirect	verbal name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	All areas of internet, such as email and internet chat (including gaming chat rooms), Twitter, Facebook misuse, mobile threats by text messaging and calls. This also includes misuse of associated technology, i.e. camera and video facilities, iPad, games consoles etc.

Bullying may be related to:

- Race
- Gender
- Religion
- Culture
- SEN or disability
- Appearance or health condition
- Home circumstances, including young carers and poverty
- Sexual orientation, sexism, or sexual bullying, homophobia

Bullying can take place in the classroom, playground, toilets, on the journey to and from school, on residential trips and cyberspace. It can take place in group activities and between families in the local community.

Bullying is not limited to behaviour between children (child-on-child abuse). Bewdley Primary School is also aware the bullying can happen between members of staff, or by parents/carers and staff towards each other. Aggressive, violent or threatening behaviour by or towards staff will not be tolerated.

Perpetrators and Victims

Bullying takes place where there is an imbalance of power of one person or persons over another. This can be achieved by:

- The size of the individual,
- The strength of the individual
- The numbers or group size involved
- Anonymity – through the use of cyber bullying or using email, social networking sites, texts etc.

Staff must remain vigilant about bullying behaviours and should not wait to be told to do so before raising concerns. Staff must also be aware of those children who may be vulnerable pupils; those coming from troubled families, or those responding to emotional problems or mental health issues which may bring about a propensity to be unkind to others or may make them more likely to fall victim to the behaviour of others.

Why is it Important to Respond to 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.

Signs and Symptoms for Parents and Staff

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:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away

- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to make less effort with school work than previously
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous and jumpy when a cyber message is received
- lack of eye contact
- becomes short tempered
- has a change in attitude to people at home

These signs and behaviours could indicate other social, emotional and/or mental health problems, but bullying should be considered a possibility and should be investigated.

Outcomes

Inappropriate behaviour of all kinds is dealt with by the class teacher. If a class teacher judges a series of incidents to be bullying, they will be investigated by the class teacher or by a senior member of staff. Parents of all concerned may also be spoken to about the incident or about any concerns that they may be having.

Any child displaying unacceptable behaviour, may be asked to reflect on the incident to help them begin to understand the effects of their actions and to understand their own emotions that led to this behaviour. They may be asked to genuinely apologise (as appropriate to the child's age and level of understanding). Other consequences may take place. eg. a parent being informed about their child's behaviour and a request that the parents support the school with any consequences that it takes (See Behaviour Policy). Wherever possible, the pupils will be reconciled where it is believed that bullying has taken place.

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, police, Nurture support, CAHMS

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, PSP, 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 in on CPOMS Bullying/Behaviour Log and monitored to ensure repeated bullying does not take place. The Safeguarding Governors will be informed of any incidents recorded in the log along with incidents, sanctions and reconciliation.

Prevention

At Bewdley Primary School we use a variety of methods to support children in preventing and understanding the consequences of bullying. This is achieved through class assemblies, our PSHE curriculum, key stage and whole school assemblies. As a school we adopt the Trauma Informed Schools approach and the PACE Approach to further support this. Children are given a role in this; offering their voice through in-school pupil questionnaires and by participating in our Anti-Bullying Ambassadors programme (see below).

The ethos and working philosophy of Bewdley Primary School means that all staff actively encourage children to have respect for each other and for other people's property. Our school values (ASPIRE) support us in encouraging this mutual respect and consideration for all individuals. Good and kind/polite behaviour is regularly acknowledged and rewarded.

Staff will regularly discuss 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 will reinforce expectations of behaviour as a regular theme in line with our vision and expectations.

Staff to follow the equality policy; supporting every child in our school. Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.

Staff must be vigilant regarding groups of friends together. Friendship groups may bring about the imbalance of power and must be led towards welcoming others to join them and not excluding others from their group. Staff must reinforce a general 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.

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
- 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
- Applying to become 'Anti-Bullying Ambassadors', which itself entails many responsibilities.

If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell the other person to stop what they are doing
- Tell a friend
- Tell your School Council rep/Anti-Bullying Ambassador
- Tell a teacher or adult whom you feel you can trust
- Write your concern and post it in the 'worry box'
- Tell a parent or adult at home whom you feel you can trust
- Discuss it as part of your PSHE time
- Ring Childline and follow the advice given
- Visit the school website for ideas of what to do next.

Anti-Bullying Ambassadors

A number of children in school have been successfully trained as Anti-Bullying Ambassadors. The aim of the programme is to empower the children to support others and be upstanders against bullying behaviour, building a support network for their peers. They will be working on shaping attitudes and changing behaviours. As part of this, the children will organise whole-school weeks or days that have a specific focus, such as 'Anti-Bullying Week' and 'Friendship Week'. Their overarching purpose to be pillars of support, looking out for others and becoming a strong voice in the school community.

Recording of Bullying Incidents

When there is an incident of abusive behaviour between children (physical, emotional, verbal etc.) this is logged on CPOMS. If there is a pattern of behaviours (three or more) or a significant incident, this must be reported to the Headteacher.

General incidences of bullying should be recorded in the Behaviour Log, in the Bullying section. This would include incidents where staff have had to become involved and speak with children, and/or where parents have raised concerns regarding bullying.

All incidents of bullying will be discussed with all relevant staff and parents of the children involved, in order that everyone can be vigilant and that further incidents by the same child(ren) may be prevented from happening in the future. Incidents of bullying will be discussed with the Governing Body (Safeguarding Governor)

Advice to Parents

As the parent of a child whom you suspect is being bullied: -

1. Report bullying incidents to the class teacher, Leader of Wellbeing or the Headteacher.
2. In cases of serious bullying, the incidents will be recorded by staff and the Headteacher notified.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the child using unacceptable behaviour towards others, to change their behaviour.

Do Not:

1. Attempt to sort the problem out yourself by speaking to the child whom you think may be behaving inappropriately towards your child or by speaking to their parents.
2. Encourage your child to be 'a bully' back. Both of these will only make the problem much harder to solve.

Flow Chart of Actions

3 or more reports of inappropriate use of power of one child/ren over another reported to the class teacher within a ½ term are reported to the headteacher as potential bullying



Parents of those involved, and headteacher to be informed by class teacher.



Any further incidents to be reported directly to the headteacher by the class teacher. Pupils to reflect on their behaviour, supported by the headteacher.



Headteacher to speak with all involved to discuss strategies to help prevent further incidents



Two weekly monitoring plan with parents of all children involved to ensure that things are improving for all concerned.



Involvement of other agencies. Consequences put in place, in line with our “Dangerous, disruptive or threatening behaviour” section of the Behaviour Policy

Review of Policy

The Anti-bullying Policy is reviewed annually by the school Wellbeing Leader and Governor to support areas of the school development plan.

This policy is presented to governors as part of a three-year policy review cycle.

HELP ORGANISATIONS:

Advisory Centre for Education (ACE)	0300 0115 142
Children's Legal Centre	0300 330 5485
KIDSCAPE Parents Helpline (Mon-Fri, 10-4)	020 7730 3300
Family Lives	0808 800 2222
Youth Access	020 8772 9900 (from 9.30 to 1, and 2 to 5.30)

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