



Burton End Primary Academy

Anti-Bullying Policy

(Appendix 6-Behaviour and Relationships Policy)

Date: November 2024

Review date: November 2025

Introduction

At Burton End Primary Academy we know that all children have the right to learn and work in an environment where they feel safe and which is free from harassment and bullying (United Nations Convention on the Rights of the Child; Article 19). At Burton End Primary Academy we place the safety and well-being of our pupils at the heart of everything we do. As a Trauma Informed school we recognise, value and promote the fact that all children and adults have the right to go about their daily lives without fear of being threatened, assaulted or harassed, to have an education, to be protected from violence, abuse and neglect and not be discriminated against on any grounds. As a school we do not underestimate the impact that bullying can have on a person's life. It can cause high levels of distress, affecting young people's well-being, academic and social development right through into adulthood. Therefore, we believe pupils and families should have the confidence that they will be listened to and that any bullying that is reported will be dealt with promptly and effectively. We are a 'telling school'; this means that anyone who is aware of any type of bullying taking place is expected to 'speak out' and tell a member of staff immediately. We support children with barriers to communication e.g. age/stage of development, SEND, EAL to help them express their bullying concerns appropriately, effectively and safely. We also work hard to ensure we regularly teach and model what is, and is not, respectful behaviour, so everyone understands what is, and is not OK. We create a culture of empowerment and knowledge so children and staff feel able to report anything which they feel may be bullying.

Aims

- To develop an understanding of what bullying is and what to do if bullying arises.
- To view bullying through a trauma informed lens and use the appropriate language and processes.
- To provide a safe and secure school environment for all pupils and staff to learn, play and teach.
- To ensure that pupils learn in a supportive, caring, and safe environment without fear of being bullied.
 - To promote consistency of approach and create an environment in which all types of bullying are considered unacceptable.
- To respond to bullying incidents in a reasonable, proportionate, and consistent way.
- To provide support for all involved in the incidents of bullying.

Purpose

To provide guidance to staff and learners which:

- explains the language, processes and practice which will underpin a commitment to a Trauma Informed approach and achieve the above aims
- is accessible, equitable and applicable to all members of our school community
- is monitored and evaluated as part of an annual plan-do-review cycle, with input from children/young people, parents/carers and governors

Understanding what bullying is

The Anti-Bullying Alliance states:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

The STOP acronym can be applied to define bullying – Several Times On Purpose.

Bullying behaviour can be:

Physical – pushing, poking, kicking, hitting, biting, pinching etc.

Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.

Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.

Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.

Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion

Indirect - Can include the exploitation of individuals.

Bullying can be based on a number of factors including:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people – [e.g. adopted children or young carers]

No form of bullying will be accepted and all incidents will be taken seriously.

Procedures for resolving or stopping bullying

We take positive actions to prevent bullying behaviour through a combination of:

- Raising awareness about what bullying is and how it affects people;
- Emphasising the important role that bystanders play in tackling bullying;
- Teaching pupils how to safely challenge bullying behaviour;
- Teaching pupils how to manage their relationships constructively and assertively.

Procedures for resolving or stopping bullying

- We adopt the STOP approach: SEVERAL TIMES ON PURPOSE and START TELLING OTHER PEOPLE. These approaches are taught and embedded consistently through assemblies, circle time, specific lessons and during targeted times e.g. National anti-bullying week, safer internet day etc.
- There are posters and displays around school emphasising what bullying is, how it is unacceptable in our school and how we tell someone. These messages are regularly and explicitly reinforced, taught and modelled.
- Bullying is reported and recorded using an appropriate system (CPOMs) and families / carers are involved and informed and their views respected and recorded throughout the process.
- The views, rights and thoughts and feelings of all children involved remain at the heart of the process and a key member of staff is allocated to the child who has been bullied to act as support and a trusted person to empathise and communicate with.
- There may be times when other services may need to be approached e.g. Police or a referral to Prevent may be needed.
- Support for the children involved will be considered in detail and will be bespoke according to the context. This may include: a whole school response via assembly, PSHE lessons, class response via circle time discussion, group or individual support from school staff including the pastoral support team.
- Staff can experience bullying too and similar processes and procedures are adopted and following to allow staff to come to work knowing they can teach and feel safe at their place of work and that their concerns will be listened to and acted upon.

Reporting Bullying

The reporting of bullying is a collective responsibility and requires all members of the school community to work in partnership.

All staff: All school staff, both teaching and non-teaching (for example midday supervisors, office staff, site manager, cleaners etc.) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher in the first instance.

Senior Leadership Team (SLT): The Senior Leadership Team (including the Head Teacher) have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

Parents and Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning the school office to arrange a phone call or meeting with the class teacher.

All pupils: Pupils must not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Pupils who are being bullied: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to an adult– their class teacher, learning support assistant (LSA), member of the pastoral (Beach) team, member of the senior leadership team (SLT) or any other staff member.
- Tell a friend who in turn can help them tell a staff member
- Tell an adult at home
- Call Child Line to speak with someone in confidence on 0800 1111

(Also refer to our Child Friendly Anti-Bullying Policy)

Bullying Outside of School

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

Derogatory Language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored and follow up actions, if appropriate, will be taken for pupils and staff found using any such language. Parents also have a responsibility to model appropriate language for their children at all times.

Prejudice-Based Incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored by the Head Teacher and Designated Safeguarding Lead (DSL) This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

Training

The Head Teacher (in partnership with the Deputy Head Teacher and PSHE leader) is responsible for ensuring that all school staff, both teaching and nonteaching receive regular training on all aspects of the anti-bullying policy.

Monitoring and reviewing

This policy has been written with reference to:

- Preventing bullying - GOV.UK (www.gov.uk)
- Cyber bullying: advice for head teachers and school staff (publishing.service.gov.uk)
- Advice for parents and carers on cyberbullying (publishing.service.gov.uk)
- Making a referral to Prevent - GOV.UK (www.gov.uk)
- SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
- Behaviour in schools - GOV.UK (www.gov.uk)
- Equality Act 2010: advice for schools - GOV.UK (www.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- The Anti-Bullying Alliance ([Anti-Bullying Alliance](http://Anti-Bullying Allliance))

The Head Teacher is responsible for ensuring that this policy is enforced and upheld, and will report to the local governing body via regular reports. The school's senior team are responsible for monitoring the effectiveness of the policy. The policy is reviewed every 12 months, in consultation with the whole school community.

CHILD FRIENDLY ANTI-BULLYING POLICY

Everyone has the right to learn and work in an environment where they feel safe and which is free from harassment and bullying (United Nations Convention on the Rights of the Child; Article 19). This school is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school is a bully-free place.



What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people.

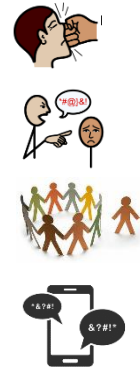


A useful way to remember bullying is **STOP: SEVERAL TIMES ON PURPOSE.**

If bullying occurs we have a responsibility to **START TELLING OTHER PEOPLE.**

Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone



Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability

- What someone looks like
- Where someone lives
- Related to another vulnerable group of people

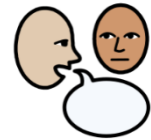
If someone is being hurtful or unkind to you **several times on purpose**, for whatever reason, whether it is about you or your family or friends that is bullying and you should **start telling other people**. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. Sometimes this is not even about the person who is being picked on but is actually about how the bully feels inside. If you are being bullied remember that it is never your fault.

What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied (remember to consider STOP.) If they are being bullied, ask if you can help them talk to a teacher or an adult they trust.



What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again.

You can:

- Tell a school adult – your class teacher, learning support assistant, someone from the senior leadership team (SLT), or any other adult in school
- Tell a good friend who will be able to help you
- Tell an adult at home
- You can also write a note about the bullying and hand this to an adult
- You can also call Child Line at any time for free on 0800 1111. They will not tell anyone else about what you have said and might be able to offer some advice.



If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.