



Anti-Bullying Policy

Governors’ Committee Responsible: Full Governing Board	Governor Lead: John Dangerfield	Nominated Lead Member of Staff: Cheryl Meyrick - Head Teacher, DSL
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1. Statement of Principles

At Byfleet Primary School, we are committed to providing a warm, caring and safe environment for all our children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is unacceptable and will not be tolerated in our school. We take all incidents of bullying seriously. Bullying hurts. No-one deserves to be a victim of bullying. Everybody has the right to be treated with respect and pupils who are bullying others need to learn different ways of behaving. At Byfleet Primary School, we acknowledge that bullying does happen from time to time – indeed, it would unrealistic to claim that it does not. Children need to be able to distinguish the difference between bullying and being unkind therefore it is important that we teach children strategies to empower them. When bullying does occur, everyone should be able to tell and know that incidents will be dealt with promptly and effectively in accordance with our anti-bullying policy. We are a TELLING school. This means that anyone who knows that bullying is happening is expected to tell the staff. This Anti-bullying Policy should be read in conjunction with our Behaviour Policy.

2. Aims

The aim of this policy is to try and prevent and deal with any behaviour deemed as bullying. The implementation of this policy will create an ethos where bullying is regarded as unacceptable so that a safe and secure environment is created for everyone to learn and work in. All members of the school have a responsibility to recognise bullying when it occurs and take appropriate action in accordance with the school policy. This will happen in the following ways:

- The school will meet the legal requirement for all schools to have an anti-bullying policy in place.
- The school will work closely with other professional agencies to ensure that children stay safe as stated in The Children Act 1989, The SEN and Disability Act 2001, The Government Green Paper ‘Every Child Matters’ 2003 (outcome 2) and The Children Act 2004.
- All governors, teaching and non-teaching staff, pupils and parents/guardians will have an understanding of what bullying is. We will use a school mantra to reinforce this (STOP acronym).
- All governors, teaching and non-teaching staff will know what the school policy is on bullying and will consistently and swiftly follow it when bullying is reported.
- All pupils and parents/guardians will know what the school policy is on bullying and what they can do if bullying occurs.
- Pupils and parents/guardians will be assured that they will be supported when bullying is reported.
- Whole school initiatives (staff training, celebration assemblies etc) and proactive teaching strategies (PHSE [Personal, Health & Social Education] lessons, circle time etc) will be used throughout the school to reduce the opportunities for bullying to occur.
- A positive, caring ethos will be created within the school environment where everyone can work, play and express themselves, free from the fear of being bullied.



3. What is Bullying?

Bullying is defined as the repetitive, intentional hurting or harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying is not a one-off incident of unpleasant behaviour, an argument between children, or fighting/rough play where both people are involved. These behaviours are not acceptable at Byfleet but are not examples of bullying. We use the Acronym STOP = Several Times on Purpose to define bullying. The children are taught to use STOP = Start Telling Other People, to deal with any concerns, particularly bullying.

See the Byfleet Primary School Behaviour Policy.

When is it bullying?

Several
Times
On
Purpose



STOP

If you are being bullied or see someone being bullied, you can make it stop:

Start
Telling
Other
People



STOP

We promise to always treat bullying seriously.

Bullying can be:

Verbal: name-calling, sarcasm, spreading rumours, teasing
Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
Physical: pushing, kicking, hitting, punching or any use of violence
Racist: racial taunts, graffiti, gestures
Damage to property or theft: pupils may have their property damaged or stolen Physical threats may be used by the bully in order that the pupil hands over property to them
Sexist: unwanted physical contact, sexually abusive, homophobic or transphobic comments (homophobic comments relate to sexual orientation, or assumed sexual orientation and /or gender identity. Transphobic comments are specific to transgender issues)

Cyber-bullying

Specific teasing and name calling which relates to a special educational need (SEND – Special Educational Need and Disability)

Relational bullying (This can be silent treatment, excluding children, spreading rumours and taunting)

Cyber Bullying



Adults should help children prepare for the hazards of using technology while promoting learning and social opportunities. There are different aspects of cyber bullying (bear in mind, that anyone, of any age, can be a cyber bully.

- People who cyber bully often attempt to remain anonymous.
- Children can be bullied 24 hours a day through various media channels (mobile phones, internet).
- Sometimes the bullying can be unintentional-if an email is sent to the wrong recipient or a text sent as a joke and misinterpreted.
- By embedding safe ICT practice into all our teaching and learning, incidents of cyber bullying can be prevented from happening in the first place (see e-safety policy for further information)

Characteristics of a victim	Characteristics of a bully
Victims may: <ul style="list-style-type: none"> ● Have low self-image ● Be oversensitive ● Lack a sense of humour ● Be slow to settle in ● Be jumpy and wary ● Believe that no-one likes them ● Find bullying reassuring ● React by crying or withdrawing ● Have an obvious difference ● Be unlikely to retaliate ● Be lonely and isolated 	Bullies may: <ul style="list-style-type: none"> ● Feel insecure and inadequate ● Be bullied at home ● Be scapegoats ● Be under pressure to succeed ● Not be allowed to show feelings ● Feel they are different ● Aggressive towards others ● Want to be in charge ● Be physically strong ● Be manipulative ● Be used to being centre of attention

If suspected bullying is taking place a member of staff will:

- Listen to what has been happening to the victim, seeking answers to questions of what, where, when, who and why.
- Identify a course of action to support the victim.
- Speak to the child who is suspected of bullying either with the victim present or not, as appropriate.
- If a group is involved, each member will be interviewed individually and then the individuals meet as a group. They will each be asked for their account of what happened so that everyone is clear what has been said. This may take place during lessons or break time.
- Staff investigating bullying behaviour will keep a written record of their discussions with those involved. They will log the incidents onto CPOMS and refer to a senior member of staff.
- The senior member of staff will ensure that all staff are aware of the situation.
- All relevant staff will monitor the situation both in and out of the classroom.
- Decide whether it is appropriate to inform the parents at this stage.
- **We will teach children to:**
- Be proud of who they are
- Say “no!” and seek help by: talking to their friends and talking to the adults around them
- Talking at home about events in school



- **If a child is the bystander:**

- Take action! Watching and not helping indicates you are taking sides with the bully and makes the victim feel more unhappy and alone.
- Tell an adult immediately. Staff can deal with the bully without getting you into trouble.
- Never pretend to be friends with a bully. This indicates to them that you support their actions.
 - **If a child is identified as a 'bully' the staff will:**
 - Speak with the child about the incident(s) to ensure that the child recognises that their actions constitute bullying.
 - Meet with the victim to negotiate a way forward.
 - Agree a course of action to help the child modify his/her behaviour as well as an action plan to support the victim.
 - Notify parents of the action plans.
 - Ensure that all staff are aware of the situation.
 - Monitor the behaviour of the person who has been bullying.
 - If the child's behaviour does not improve, the steps outlined in the Behaviour Policy will be followed.

4. Bullying of children with Special Educational Needs

Byfleet Primary School is an inclusive school. We provide a secure, accepting, safe and stimulating environment where everyone is valued for who they are.

We have some children who have learning disabilities and/or communication difficulties. Everyone involved in the school is very aware that these children can be especially vulnerable to bullying and we are therefore particularly vigilant at all times.

High attainers, gifted or talented pupils can also be affected by bullying. Staff will treat this type of bullying as seriously and in the same way as any other type of bullying.

5. Role of parents

Parents and carers are often the first to recognise that a problem exists. Watch out for signs that your child is being bullied or is bullying others. Don't dismiss it. Contact the school immediately to raise your concerns.

We ask parents to:

- Look out for unusual behaviour- they may suddenly not wish to attend school, feel ill regularly, fail to complete work to their usual standard, become withdrawn or secretive.
- Take an active role in your child's education. Ask about their day, who they have spent time with, etc. However, do not allow this to become intrusive or an interrogation.
- Inform school immediately. Your concern will be taken seriously and the appropriate action taken. Allow the school appropriate time to investigate.
- Do not approach a child, who has bullied your child, in the playground or involve an older child to deal with them. Inform the school.
- Advise your child not to fight back. It can make the situation worse.
- Ensure your child knows it is not their fault they are being bullied.
- Make sure your child is not afraid to ask the teacher for help.



- If you know your child is involved in bullying (as victim or perpetrator), please discuss the issues with them and inform the school. The matter will be dealt with sensitively.
- Discourage your child from using bullying behaviour at home or outside. Show them how to deal with situations without resorting to violence or aggression.

6. Procedures for reporting and responding to bullying incidents

All staff will respond calmly and consistently to all allegations and incidents of bullying at Byfleet Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. All those involved will have the opportunity to be heard. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. We use an acronym STOP to remind us to TELL. We are a TELLING school. STOP = Start Telling Other People.

The following step-by-step procedure will be used for reporting and responding to bullying allegations or incidents:

- Report all bullying allegations and incidents to staff.
- Staff will make sure the victim(s) is and feels safe.
- Appropriate advice will be given to help the victim(s).
- Staff will listen and speak to all children involved about the incident separately.
- The problem will be identified and possible solutions suggested.
- Staff will attempt to adopt a problem solving approach which will move children on from them having to justify their behaviour.
- Appropriate action will be taken quickly to end the bullying behaviour or threats of bullying.
- Staff will reinforce to the bully that their behaviour is unacceptable.
- The bully (bullies) may be asked to genuinely apologise. Other consequences may take place and appropriate sanctions applied (see next section).
- If possible, the pupils will be reconciled.
- An attempt will be made, and support given, to help the bully (bullies) understand and change his/her/their behaviour.
- All founded bullying incidents are recorded on our Yellow Behaviour Form as a Level 4 category (the highest category) and are recorded at Level 4 Bullying on CPOMS. This information is monitored and shared with Governors (See Behaviour Policy).
- All Level 4 incidents, including bullying cases are reported to parents who will be invited to come into school for a meeting to discuss the problem. The victim's parents will also be informed.
- After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
- Bullying incidents will be discussed regularly at staff meetings, safeguarding meetings and SLT meetings.
- The Behaviour Lead at Byfleet will present termly reports on all Level 3 and 4 incidents to the Governors.



- If necessary and appropriate, the Child Protection Officer in school, Social Services or police will be consulted.

After an investigation, the school may conclude that there is insufficient evidence that demonstrates there is bullying taking place. However, the school will continue to monitor future incidents closely and keep parents informed.

The school will also monitor incidents and analyse them half-termly during Senior Leadership Team meetings (or more frequently if required) to identify any patterns of bullying and effects on pupil attendance, attainment and progress and act on this accordingly.

7. Monitoring and evaluation of the policy

To ensure this policy is effective for our Byfleet children and staff, it will be regularly monitored and evaluated. Questionnaires completed by the whole school community, together with surveys, focus groups, children’s and parents’/guardians’ comments posted in the ‘Worry’ box and bullying incident forms (Yellow Behaviour Forms) and monitoring reports from CPOMS will be used to gauge the effectiveness of the policy. Following an annual review any amendments will be made to the policy and everyone informed. An annual report will then be issued to governors and parents and the policy will be distributed to all parents.

8. Sources of further information, support and help

There is a vast amount of information and guidance available about bullying that can provide a wide range of support and help. The following list is just a small selection of the support available that teachers, parents and children have found useful.

Name of organisation	Telephone number	Website
Act Against Bullying	0845 230 2560	www.actagainstbullying.com
Advisory Centre for Education (ACE)	0207 704 3370	www.ace-ed.org.uk
Anti-bully	not available	www.antibully.org.uk
Anti-Bullying Alliance (ABA)	0207 843 1901	www.anti-bullyingalliance.org.uk
Anti-bullying Network	0131 651 6103	www.antibullying.net
Beatbullying	0845 338 5060	www.beatbullying.org.uk
Bully Free Zone	01204 454 958	www.bullyfreezone.co.uk
Bullying Online	020 7378 1446	www.bullying.co.uk
BBC	not available	www.bbc.co.uk
Childline	0800 1111 (helpline for children)	www.childline.org.uk
Kidscape	020 7730 3300 (general enquiry number) 08451 205 204 (helpline for adults only)	www.kidscape.org.uk www.beyondbullying.com
NSPCC	0207 825 2500	www.nspcc.org.uk



Parentline Plus

0808 800 2222

www.parentlineplus.org.uk

The Children’s Legal Centre

0800 783 2187

www.childrenslegalcentre.comThe Office of the Children’s
Commissioner

0844 800 9113

www.childrenscommissioner.org.uk

UK Government Website

not available

www.direct.gov.uk

Appendix One

This guidance refers to the legislation below:

DfE

Preventing and Tackling Bullying Ref: DFE-00292-2013

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school’s behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- eliminate 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.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

Safeguarding children and young people

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 report their concerns to their local authority children’s social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.



Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.