

Byfleet Primary School

Anti-Bullying Policy



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Date of Last Review	September 2026
Date of Next Review	September 2028
Signed	Richard Bowman Headteacher
Signed	Joy Considine Chair of Governors

Introduction

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. Our values 'Ready, Respectful, Safe' underpin our high expectation for behaviour, where our default is good behaviour. 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 BPS, we acknowledge that bullying does happen from time to time – indeed, it would be 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.

"Bullying, especially if left unaddressed, can have a devastating effect on individuals. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood. By effectively preventing and tackling bullying, schools can help to create safe, disciplined environments where pupils are able to learn and fulfil their potential." DfE [Preventing and Tackling Bullying 2017](#)

Principles that underpin this Anti Bullying Policy

For pupils who experience bullying that:

They are heard.
They know how to report bullying and get help.
They are confident in the school's ability to deal with bullying and feel happy and comfortable with any plans that are put in place.
Steps are taken to help them feel safe again.
They are helped to rebuild confidence and resilience.
They know how they can get support from others.

For pupils who engage in bullying behaviour that:

Learning programmes and strategies hold them to account for their behaviour and help them to face up to the harm they have caused.
They will learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge.
They will learn how they can take steps to repair the harm they have caused.
They will have any safeguarding issues, around their circumstances, addressed

	Schools are aware of other circumstances and situations that may be influencing the child's behaviour
For schools: The whole school community is clear about the anti-bullying stance the school takes - zero tolerance. Pupils, as well as staff and other members of the school, are fully engaged in developing and reviewing anti-bullying work in the school. Occurrences are recorded and audited, anti-bullying work is monitored, and every chance is taken to celebrate success. All pupils are clear about the roles they can take in preventing bullying, including the role of bystanders. The school promotes a climate where bullying and violence are not tolerated and cannot flourish. Curriculum opportunities are used to address bullying. Anti Bullying Ambassadors are in place to prevent and respond to bullying. The school has addressed site issues and promotes safe play areas. All staff are aware, and model positive relationships. The school works in partnership with parents, other schools, and with Children's Service and community partners to promote safe communities. That inclusive values of Ready, Respectful, Safe are promoted and underpin behaviours and school ethos.	For parents/carers: They are clear that the school does not tolerate bullying. They know how to report and get help if they are concerned that their child is being bullied or does not feel safe to learn and are clear about the complaint's procedure (policy available on BPS website). They have confidence that the school will take any complaint about bullying seriously and investigate/resolve as necessary and that the school systems will deal with the bullying in a way which protects their child. They are clear about ways in which they can complement the school on the anti-bullying policy or procedures.

Roles and Responsibilities

The Head Teacher:

The HT has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority, and outside agencies and appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

Their responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers, and relevant local agencies.
- To ensure policy and procedures are in line with “Working Together to Safeguard Children” (2023) and “Keeping Children Safe in Education” (2024).
- Co-ordinating strategies for preventing bullying behaviour.
- Implementing the policy and monitoring and assessing its effectiveness in practice.
- Ensuring evaluation takes place and that this informs policy review.
- Managing bullying incidents, both in and outside of school premises. Where required, the HT will liaise with the Police, Social Services and other outside agencies.
- Managing the reporting and recording of bullying incidents.
- Assessing and coordinating training and support for staff and parents/carers where appropriate.
- Coordinating strategies for preventing bullying behaviour.

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.

Definition of 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 BPS Behaviour Policy.

When is it bullying?

Several
Times
On
Purpose



STOP

We promise to always treat bullying seriously.

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

Start
Telling
Other
People



STOP

DfE definition of bullying from '[Preventing and Tackling Bullying](#)' (July 2017)

"Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences."

The Anti-Bullying Alliance (ABA) defines bullying as:

"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online." 2021

Bullying can take place between young people; young people and staff/adults; between staff/adults individuals or groups.

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.

- It is usually persistent (isolated cyberbullying incidents may be seen as one-off incidents but if sent to a range of pupils would be seen as bullying.)
- Friendship fall outs are seen as accidental, occasional, no power imbalance or hierarchy, those involved show remorse and want to resolve the situation – this is different to isolating or excluding children from groups.

Bullying can be:

Verbal: name-calling, sarcasm, spreading rumours, teasing, taunting, mocking, threatening, offensive remarks, homophobic language, sexual or gender orientation, discriminative or negative comments.

Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures or language)

Physical: pushing, kicking, hitting, punching or any use of violence, taking and damaging belongings.

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/Online: inappropriate texts, e-mails, picture/video clip, Instant Messaging (IM), social media or gaming. Sending or demanding offensive or degrading imagery by mobile technologies or via the internet (Youth Produced Sexual Imagery); offensive or prejudice comments/posts on social media.

Relational: spreading nasty stories, gossiping, excluding from social groups, producing offensive graffiti. Controlling behaviour and intimidation.

Groups that are more vulnerable or at risk of being bullied:

- Pupils from a different race, religion, or culture
- Pupils with special educational needs or disabilities
- Pupils who have a different sexual orientation
- Pupils who have a different gender orientation
- Young carers or looked after children

Whole school approaches for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at BPS, have developed the following approaches to promote positive behaviour and discourage bullying behaviour:

• Restorative Approaches in our Behaviour Policy • Involvement in National Anti-Bullying week annually • Involvement in Feeling Good Week • Coram Scarf PSHE & Citizenship, including annual Lifebus visit • KAPOW specific lessons and programmes around e-safety and online safety (annual training from external provider) • Circle Time linked to Coram Scarf • Assemblies – school-led and outside agency/charity led • Specific curriculum input on areas of concern such as Cyberbullying/internet safety & friendships • Pupil voice • Parent groups/extended schools • EPIC (Engaging Play in Children) playground activities to reduce opportunities for bullying	• Anti Bullying Behaviour ambassadors • Continuation of care for each class: TA from every class accompany them during the lunch period • Friendship bench • Lunchtime wellbeing clubs • ELSA support • Parent information events/information • Regular Staff training and development for all staff (internal and external) • Counselling and/or Mediation schemes • Identify a range of external expertise to support anti-bullying e.g. NSPCC, STIP or other Surrey professionals, theatre groups and The Matthew Hackney Foundation, Eikon and East to West Counselling • Circle of Friends approach
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School Approach to Teaching Online Safety & Introducing the Online Safety Policy to Pupils

A whole school approach to online safety forms a fundamental part of our safeguarding and child protection measure (see Safeguarding & Child Protection Policy).

- In conjunction with parents/carers, children sign an [Acceptable Use Policy](#) annually which is displayed in their classrooms.
- Children are taught explicitly within Computing sessions, assemblies, PSHE and circle time, about how to stay safe online.
- Sanctions for inappropriate use of ICT by pupils will be dealt with using our school Online safety rules and sanctions (Appendix 5)
- Appropriate elements of the Online Safety Policy will be shared with pupils.
- Online safety rules will be posted in all rooms with computer access.
- Pupils will be informed that network and Internet use will be monitored (SENSO).
- Curriculum opportunities to gain awareness of Online safety issues and how best to deal with them will be provided for pupils .
- Pupils will celebrate Safer Internet Day in February of each year in addition to Online safety lessons integrated into lessons throughout the year (following curriculum).

- BPS Online Safety Policy outlines the school's bespoke Online Safety Response approach, using the 4Cs.

	Content Child as recipient	Contact Child as participant	Conduct Child as actor	Contract Child as consumer
Aggressive	Violent, gory, graphic, racist, hateful and extremist content	Harassment, stalking, hateful behaviour, unwanted surveillance	Bullying, hateful or hostile peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, gambling, blackmail, security risks
Sexual	Pornography (legal and illegal), sexualization of culture, body image norms	Sexual harassment, sexual grooming, generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messages, sexual pressures	Sextortion, trafficking for purposes of sexual exploitation, streaming child sexual abuse
Values	Age-inappropriate user-generated or marketing content, mis/disinformation	Ideological persuasion, radicalization and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, peer pressures	Information filtering, profiling bias, polarisation, persuasive design
Cross-cutting	Privacy and data protection abuses, physical and mental health risks, forms of discrimination			

- Updating the 4Cs of online risk.
- The Education Act 2011 enables staff, under the formally authorisation of the headteacher, to examine data or files and delete these, on a mobile devices, where there is good reason to do so, without the need for parental consent, to search through a child's mobile phone, where there is reason to believe online bullying, or an online offence has occurred.

Developing and promoting Resilience and Emotional Wellbeing

At BPS, we:

- Use a solution-focused approach – involving and including all parties
- Ensure a pupil voice – pupil-friendly literature and information
- Have clear pastoral systems, with our Wellbeing Assistant
- Have a strong nurture provision, including during assemblies and playtimes
- ELSA support
- Social skills groups
- Counselling - Matthew Hackney and East to West
- Outside agencies/charities, like Barnardos & NSPCC
- Parent support groups and training e.g., Parenting Puzzle, parent forums

Reporting and Responding to Bullying

The Headteacher leads on 'Behaviour' across the school and is responsible for coordinating the reporting of incidents electronically on CPOMS.

BPS has clear and well publicised systems to report bullying for the whole school community (including staff, other adults, parents/carers, children, and young people) this includes those who

are the victims of bullying or have witnessed bullying behaviour (bystanders). This will also include incidents that occur outside of the school grounds.

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. DSLs will log the incidents onto CPOMS.
- DSLs will ensure that all staff are aware of the situation on a needs to know basis.
- 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. Use STOP (Start Telling Other People)
- Talking at home about events in school
- Seek out a trained Anti Bullying Ambassador in Year 5/6 or any member of staff to report concerns, no matter how small

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:

<u>LEVEL 4</u> <u>Immediate Consequence</u> <u>(Special LOG**)</u>
Discrimination: Racism/homophobic insults or behavior
Bullying (Emotional, Physical, Verbal, Online)
Child-on-child Abuse

- Complete a yellow behaviour form (See BPS Behaviour Policy) Level 4. Speak with the child about the incident(s) to ensure that the child recognises that their actions constitute bullying.
- The school will always use a range of responses appropriate to the situation: solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- 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. A restorative approach is taken where a 'fix it' conversation takes place, along with the completion of an age-appropriate 'reflection form'.
- 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.
- [BPS follows the guidance from the DfE: Suspensions & Permanent Exclusions for Maintained Schools in England \(2023\)](#)
- Contacting the Police will be considered where necessary.
- Should a complaint arise at any point regarding how the bullying is being tackled, then the school will refer to the Complaints Procedure. The EEEA Trust Complaints Policy can be viewed on our website under 'Policies'.
- The DSL will always work with proportionality, based on circumstances and individual needs, inline with the Equality and Inclusion ethos at BPS. Both the victim and the bully (perpetrator) work within a restorative and supportive approach.

Recording Bullying and Evaluating the Policy

All staff will respond calmly and consistently to all allegations and incidents of bullying at BPS. 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 and will not be tolerated.
- 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) by the Headteacher/DSL.
- 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, who is the HT/DSL, will present termly reports on all Level 3 and 4 incidents to the Governors.
- If necessary and appropriate, the DSL in school, Social Services or police will be consulted.

Monitoring of Bullying Incidents

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 SLT 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.

Where bullying persists, the school will enforce the BPS Behaviour Policy, where a suspension may be put in place.

Staff Development, Ongoing Anti Bullying Training & Reference Reading

All staff undertake a schedule of statutory and non-statutory training linked to Safeguarding, Wellbeing, Bullying & Behaviour:

- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Online Safety, including annual parent/carer and children workshops
- [Online Bullying Awareness Course in England](#) - free online training
- [Antibullying School Alliance](#) - free online training
- [The Diana Award: Antibullying Ambassador](#)
- Diversity & Equality - online Educare
- <https://parentzone.org.uk/beinternetlegends/curriculum/lessons>

The following documents were used to inform the policy:

- [Surrey Healthy Schools Approach](#)
- DfE guidance and policy: [Preventing and Tackling Bullying](#) (DfE 2017)
- [Equalities Act 2010](#)
- [Childrens and Families Act 2014](#)
- [Working Together to Safeguard Children - 2018](#)
- [Behaviour in schools: Advice for headteachers and school staff](#)
- [Ordinarily available provision \(schools\) | Surrey Local Offer](#)

Links with other school policies

Behaviour / Relationships Policy	Safeguarding & Child Protection Policy	Acceptable Use Policy - Cyberbullying & Internet Safety	Equalities and Diversity Policy
PSHE, Citizenship & RSE Policy	EEEA Complaints Policy	Well-Being & Positive Mental Health Policy	Staff Code of Conduct