Anti-Bullying

Policy

Approved by:		Date:
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2026	

1. Position Statement and values

At Beam our mission statement is to "Create a Lifelong Love of Learning." Striving, Inspiration and Community are central to the life of our school in fulfilling its purpose and these values inform our practice.

It is therefore vital to us that the school provides an environment where every child can be and feel:

- safe
- healthy
- able to enjoy and achieve
- able to contribute to future economic well-being
- able to make a positive contribution.

To protect the rights of all children to have a safe and secure learning environment we 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, we 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
- keep all children safe, happy and confident
- identify signs that indicate that a pupil may be experiencing bullying but are not reporting it.

Anti-bullying

This policy refers to all forms of bullying - this includes bullying relating to race, religion and culture, homophobic bullying, bullying related to special educational needs and disabilities, sexist and sexual bullying, and the use of cyber technology to bully.

> **'Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'**

Bullying will not be accepted or condoned. All forms of bullying will be addressed. Bullying over a period of time can include:

- Physical pushing, kicking, hitting, pinching etc.
- Name-calling, sarcasm, spreading rumours, persistent teasing and emotional torment through ridicule, humiliation, and the continual ignoring of individuals
- Racial taunts, graffiti, gestures
- Sexual comments, and/or suggestions
- Unwanted physical contact

We are aware that children from ethnic minorities, disabled children and those with learning difficulties are more vulnerable to this form of abuse and may well be targeted.

2 Clarification of terms

Definition of bullying

Bullying is defined as the repetitive, intentional harming 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.

Bullying is, therefore:

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

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Actions NOT considered to by bullying

All children have upsets and squabbles; these are not classed as bullying and are dealt with through Behaviour Policy. Actions not considered to be bullying include:

- not liking someone

- being excluded (unintentionally)
- accidently bumping into someone
- making other kids play things a certain way
- a single act of telling a joke about someone
- arguments
- expression of unpleasant thoughts or feeling 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 feeling of sadness, helplessness, decreased self-esteem and loneliness
- loss of interest in activities they used to enjoy
- unexplainable injuries
- 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.

3 Cyber Bullying

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 cyber-bullying) can remain anonymous when threatening others online, encouraging them to behave more aggressively than they might face-to-face.

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.

Beam County Primary School has a separate policy related to online safety addressing the use of mobile technology, social media, appropriate online activity, security, access and monitoring procedures in place. The computing code of conduct is explained and discussed with pupils in assemblies, PSHE classes and computing classes.

4 The aims of our anti-bullying policy are as follows:

- To create an ethos in which attending our school is a positive experience for all members of our community
- To make it clear that all forms of bullying are unacceptable at our school.
- To enable everyone to feel safe while at Beam County Beam County Primary School.
- To encourage pupils to report incidents of bullying, including cyber bullying.
- To deal with each incident of bullying as quickly and as effectively as possible, taking into consideration the needs of all parties and of our community, and, as a result, to reduce the incidents of bullying.
- To support and protect victims of bullying and ensure they are listened to.
- To help and support children/young people displaying bullying behaviour to change their attitudes and understand why it needs to change.
- To liaise with parents and other appropriate members of our community.
- To ensure all members of our community feel responsible for helping to reduce bullying.

5 **Statement of Intent**

We at Beam County Primary School believe that:

- Bullying, including cyber bullying, is unacceptable.
- Bullying is a problem to which solutions can be found.
- Seeking help and openness are regarded as signs of strength not weakness. We are a 'telling' school.
- All members of our community will be listened to and taken seriously.
- Everyone has the right to enjoy and achieve in an atmosphere that is free from fear.
- Pupils will talk to an adult if they are worried about bullying, including cyber bullying, and have a right to expect that their concerns will be listened to and treated seriously.
- Our pupils are involved in decision-making about matters that concern them.
- We tackle bullying best by encouraging an environment where individuality is celebrated and individuals can develop without fear.
- We maintain and develop effective listening for children and staff within our school. We do this through PSHE and circle time, assemblies and constantly promoting the message that all our children are important and have the right to be safe, happy, respected and listened to and supported.
- We ensure all staff address incidents of bullying, including cyber bullying, effectively and promptly.
- We ensure that all adults who have contact with our children e.g. midday supervisors, part-time staff, volunteers, support staff etc. know how to respond if they witness or are told of a bullying incident.
- We communicate with parents and the wider school/setting community effectively on the subject of bullying, its definitions and how to report it.
- We acknowledge the key role of every staff member in dealing with incidents of bullying.
- We ensure that all incidents of bullying are recorded and appropriate use is made of the information, where appropriate sharing it with relevant organisations, providing support and education for both the victim and the bully in order to affect future behaviour.
- We promote emotional health and wellbeing across the whole school and for all members of our community to role-model this in all situations.

6 Reporting incidents of bullying: Advice for parents/carers.

There are several methods for reporting suspected bullying incidents:

- Please make a report in person via the Cause for Concern Form;
- Please contact the school by phone and ask to speak to your child's teacher or a member of the Senior Leadership Team.

- Please email the school
- Please write

Our contact details are:
    Beam County Primary School,
    Oval Road North,
    Dagenham,
    Essex,
    RM10 9ED.

    Telephone: 020 8270 4700

    Email: office@beam.bardaglea.org.uk

    https://www.beamcountyprimaryschool.org/contact-beam/

7 Investigating allegations of bullying

When parents have raised a concern about a potential bullying issue, it is important to us that they be assured that action will be taken. Our response will be as follows:

- The school will contact the parent making the report about their concern (whenever possible, within one school day.)
- The school will talk to all parties concerned to establish what has happened and if the incident is considered bullying.
- The school will talk to the parents of the victim and the parents of the bully (This would usually be done separately) within 5 working days.

Please be aware that we cannot discuss any other child except your own.

8 Our approaches to dealing with bullying

8a Everyone

We believe that everyone involved in the life of Beam County Primary School must take responsibility for promoting a common anti-bullying approach. We agree to:

- Tell;
- be supportive of each other;
- provide positive role models;
- convey a clear understanding that we disapprove of unacceptable behaviour;
- be fully involved in the development of the anti-bullying policy and support anti-bullying practice;
- support each other in the implementation of this policy

8b Staff; including support staff and supply staff

A clear outline of how we respond to bullying incidents (including the recording procedure and possible sanctions).

• All staff are expected to report incidents of bullying to the Senior Leadership Team using CPOMS.

• All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect.

Staff

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children/young people and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying, including cyber bullying, through the curriculum including activities, stories, role-play, discussion, peer support, school/children's council, etc.
- Through the Headteacher, keep the governing body well informed regarding issues concerning behaviour management

8c Governors

Governors will:
• Be fully informed on matters concerning anti-bullying;
• Regularly monitor incident reports and actions taken to be aware of the effectiveness of this policy;
• Identify one governor to be the nominated safeguarding 'link"

9 Strategies to reduce bullying

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

- the consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others
- the reinforcement of the clear message that violence has no place at Beam County Primary School
- consultation with the 'Student Voice' 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 the 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 PHSE 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)
- effective recording systems
- 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 misuse of the word 'gay' and other homophobic language.

10.   Reporting, sanctions and monitoring

All members of staff are expected to challenge all forms of bullying including prejudice-based bullying if they come across it.

How to report bullying

1. Incidents and responses are to be recorded on CPOMS (the school record keeping system)

2. the Behaviour Lead will report to the rest of the Senior Leadership Team.

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.

The incident must be reported as soon as possible.

A clear account of the incident will be recorded by the member of staff and should include a statement from the victim wherever this is possible.

Parents will be kept informed by the staff member dealing with the matter.

Other staff will be kept informed and asked to monitor the situation

Sanctions will be in line with the Behaviour Policy. A range of sanctions may be used as appropriate and could include: verbal or written warnings, restrictions of break and lunchtime activities, fixed term suspension and in the event of persistent bullying, permanent exclusion.

Where appropriate the headteacher will inform the relevant Authority. Such incidents include:

- violence or assault,
- theft
- repeated harassment or intimidation, for example name calling, threats and abusive phone calls, emails or text messages
- hate crimes.

11   Monitoring, evaluation and review

The Senior Leadership Team will regularly undertake 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. 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.

The school will review this policy at least every three years and assess its implementation and effectiveness. This policy will be promoted and implemented throughout the school.

This policy is part of our commitment to safeguarding children. It should be read in conjunction with our other safeguarding policies and procedures which promote safeguarding such as our Behaviour Policy.

Through the development and implementation of this policy, we at Beam County Primary School hope that all children, parents/carers and staff will:

- Feel confident that everything is being done to make our school a safe and secure environment in which quality learning can then take place
- Feel supported in reporting incidents of bullying, including cyber bullying
- Remember that we are a 'telling' school and be reassured that if any member of our school 'tells', they will be listened to with sensitivity and respect, and action will be taken.

APPENDIX A

All STAFF
Advice when reacting to a specific incident

Before recording an incident it may be useful for staff to consider the following:

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure that the child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in the child's behaviour?

Although incidents may not be bullying, they should always be followed up thoroughly in school and dealt with appropriately with timeliness and sensitivity.

All incidents of bullying (as defined in our policy) will be recorded by the school.

The Headteacher will take responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents/carers of all children/young people involved will be informed of what has happened, and how it has been dealt with.

All discussions and actions relating to the incident/investigation will be documented.

APPENDIX B ADDITIONAL INFORMATION FOR PARENTS

Whenever a bullying incident is discovered, we will go through a number of steps. The exact nature of each step will be adapted to suit the nature and severity of the incident, and the response of those involved.

Before progressing it may be useful for parents/carers to consider the following:-

- Has the incident with the same person or people occurred several times within a reasonably short period of time?
- Is it a disagreement or the result of play which has got out of hand?
- Is it a 'falling out of friends' matter?
- Are you sure your child has not had at least partial responsibility for the incident?
- Can you recognise a pattern to the incidents?
- Have you noticed any change in your child's behaviour?
- (Although incidents may not be bullying they should always be followed up thoroughly in the school and dealt with appropriately.)

When a bullying incident has come to the attention of Beam County Primary School, it will always be taken seriously, investigated and actioned. However, we cannot report back to the parent/carer of any child except their own.

Beam County Primary School will:

i. Talk the incident through with all parties involved
ii. Support the person who has been bullied to express their feelings
iii. Supporting the person displaying the bullying behaviour to express their feelings
iv. Explore the use of Restorative Approaches
v. Discuss which rule(s) have been broken
vi. Discuss strategies for making amends

Actions will be in line with our behaviour policy, and may include:

vii. Explanation why the inappropriate behaviour is unacceptable
viii. Reparation of damaged relationships
ix. Restorative Approaches
x. Time away from an activity
xi. Meeting with staff, parent and child
xii. Missing another activity
xiii. Formal letter home.

xiv. Time out from the classroom
xv. Pastoral support plan
xvi. Fixed term exclusion
xvii. Permanent exclusion

APPENDIX C - Useful Websites

www.bullying.co.uk
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.nspcc.org.uk
www.stoptextbully.com
www.beyondbullying.com
www.childnet-int.org
www.cyberbullying.org
www.chatdanger.com
www.thinkuknow.co.uk