



Beechcroft St. Paul's
CE Primary School

Anti-Bullying Policy

Date created:	July 2024	Review period:	1 year
Date of next review:	July 2025	Written by:	Beechcroft St Paul's SLT

This policy will be reviewed at least annually and following any concerns and/or updates to national/local guidance or procedures.

Roles and Responsibilities

Nominated Member of Leadership Staff Responsible: Caroline Hawker

Designated Safeguarding Lead (s): Caroline Hawker, Claire Taylor, Kendall Stuart-Smith

Named Governor with lead responsibility:

Staff Anti-bullying Ambassador: Sarah Peers

Child Anti-bullying Ambassadors (year 5 and 6)

Links with Other School Policies and Practices

This policy links with several school policies, practices and action plans including:

- Behaviour policy
- Complaints policy
- Child Protection policy
- Curriculum policies, such as, RSE/RSHE, PSHE and Computing
- Online Safety (including mobile and smart technology and social media) policy
- DSAT Preventing and Tackling Bullying policy
- Flourishing for All: Anti-bullying guidance for Church of England Schools (DRAFT July 2024)

Introduction

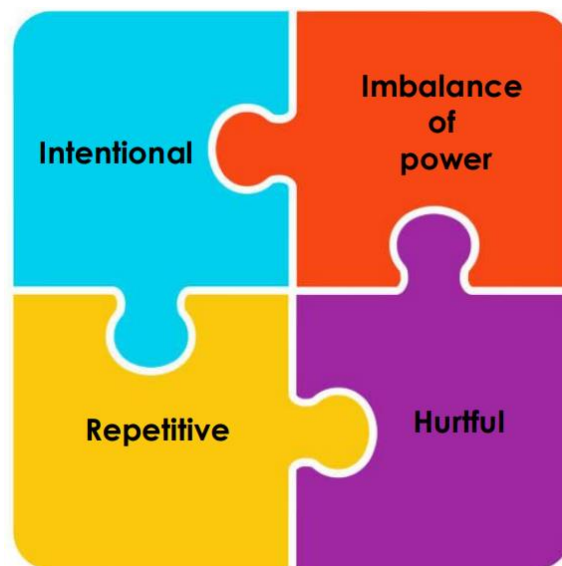
Beechcroft St Paul's Primary School has a strong Christian ethos. Our children are welcomed into a Christian community, where we live out our vision: 'Soaring with Compassion' through the Christian values which support it: hope, respect and wisdom. Respect is a fundamental value that is interwoven through everything we do. Our staff model calm, meaningful and respectful relationships, enabling the children to learn from positive role models who live out the value embodied in the quote: **Love your neighbour as yourself**. (St Paul's letter to the Galatians 5:14). We encourage children to feel valued and aim to provide a calm, friendly, caring and supportive environment in which children feel comfortable to speak with adults within our school. We expect our children to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our children to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our children, parents/carers and staff should feel confident in reporting it and know that all incidents will be dealt with promptly and effectively. Bullying will never be tolerated at our school.

The Flourishing for All: Anti-bullying guidance for Church of England Schools (DRAFT July 2024) states: *'Bullying prevents belonging and inclusion for those being bullied, hinders academic and vocational progress, diminishes the ability or desire to participate in school life and disconnects them from others.'*

Definition of bullying

At Beechcroft St Paul's, after careful consultation with children, staff, governors and parents/carers, we have agreed the following definition:

"Bullying is 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."



We recognise that bullying can take many forms and can affect any child. It can be 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). Bullying can also be motivated by actual differences between children, or perceived differences.

However, we also recognise that incidents may occur between children, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, children show remorse and there is a general willingness to make things right or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually); children who witness these incidents/behaviours are often referred to as 'bystanders'.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the children to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all children feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Language used when dealing with bullying behaviours

It is important to have a shared language for children and all stakeholders when talking about bullying behaviours. We have adopted the language used by the Anti-bullying Alliance below:

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target - The person who is being bullied.

Assistant(s) - Actively involved in 'doing' the bullying.

Reinforcer(s) - Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) - Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) or Bystander (s) - Ignores any bullying and doesn't want to get involved.

The following visual is used to support children's understanding:



Forms of bullying behaviour

Context	Bullying behaviours that might occur:
In-school bullying	<p>Bullying behaviours on the school site might include:</p> <ul style="list-style-type: none">• Use of discriminatory or offensive language, name-calling• Physical harm, including threats or physical harm• Coercive and harmful sexual behaviour• Damage to property or stealing• Repeated exclusion from groups, games and other activities• Intentional ignoring to cause hurt• Sharing of untrue or private information without permission
Off-site bullying	<p>Bullying behaviours (such as those above) which occur off the school site. This includes bullying behaviours which takes place on the journey to and from school. Schools retain powers to tackle these behaviours, even if they occur off-site.</p>
Online bullying (cyber-bullying)	<p>Bullying behaviours which occur online, such as through social media or messaging apps. These can include:</p> <ul style="list-style-type: none">• Use of discriminatory or offensive language, name-calling• Threats of physical harm• Attempts to coerce another into unwanted sexual activities• Repeated exclusion from groups, games and other activities• Intentional ignoring to cause hurt• Sharing of untrue or private information without permission• Creation and sharing of images intended to denigrate or shame another person• Inappropriate or unkind commenting on social media posts

How our school will respond to allegations of bullying behaviour

At Beechcroft St Paul's all reports or concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all children who have been involved and effected.

Our school keeps records of all allegations of bullying behaviour, this information is stored on our school's Behaviour Recording System (Arbor). These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns, as well as SLT and governor meetings.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all children involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses
- Talk to the parents (of the target and/or the alleged perpetrator)
- Implement appropriate consequences in accordance with our school's behaviour policy. These consequences will be graded according to the seriousness of the incident, but will send out a message that bullying behaviour is unacceptable
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate
- Liaise with the wider community if the bullying behaviour is taking place off the school premises (e.g., the Police, District Council etc.)
- Keep in touch with the person (check-ins) who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/guardian, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.
- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns – a DSL may then refer to the Dorset ChAD

Approaches to preventing bullying behaviour

At Beechcroft St Paul's, we are committed to the safety and welfare of our children.

Throughout the academic year, through our PSHE curriculum, we will deliver a range of lessons about bullying. In addition to this, we will also take part in theme days and weeks such as Anti-bullying week and Black History Month to further embed our inclusive and respectful approach.

The approaches we use include, but are not limited to:

- Active school council with representatives from each year groups
- Taking part in the Diana Award Anti-bullying Programme
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust PSHE curriculum for all year groups (with anti-bullying revisited regularly)
- Specific curriculum inputs for online safety and cyberbullying
- Themed days to promote equality and tackle prejudice – Show Racism the Red Card, Black History Month, International Dwarfism Awareness Day
- Dorset Police Safer Schools Team – Workshops with classes and parents
- Mental Health Support Team – Assemblies and workshops with classes and parents
- End of term / end of academic year celebration events
- Opportunities for children to share their voice and opinions – through surveys, pupil voice etc.
- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- ELSA support / Lego therapy / counselling for identified students
- Specific interventions for identified individuals or groups
- Pastoral Team consisting of SENDCO, Family Liaison Officer (FLO) and our Emotional Literacy Support Assistant (ELSA)
- Regular staff training and development for all staff and the named governor (including lunchtime supervisors and staff who support our before and after-school clubs)
- All staff model expected behaviour

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

To access free online training through the Anti-Bullying Alliance, please follow this link: <https://anti-bullyingalliance.org.uk/tools-information/free-cpd-online-training>

DSAT - Diocese of Salisbury Academy Trust

SLT – Senior Leadership Team

RSE – Relationships and Sex Education, a curriculum subject

PSHE – Personal, social, health and economic education, a curriculum subject

SCARF – The scheme of work we use to deliver RSE and PSHE (see above), where the acronym stands for Safety, Caring, Achievement, Resilience, Friendship

SENDSCO – Special Educational Needs and Disabilities Coordinator, responsible for children with special educational needs within Beechcroft

ELSA - Emotional Literacy Support Assistant, a member of our school Pastoral Team

FLO – Family Liaison Officer, employed by the school to work with children and families and part of our Pastoral Team

DSL – Designated Safeguarding Lead, responsible for safeguarding at Beechcroft

ChAD – Children's Advice and Duty Service

GDPR - General Data Protection Regulation; what information we can share and how we do this