




# Beverley Minster Primary School

## Anti-Bullying Policy

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<b>Name of Responsible Committee/Individual:</b>	Local Governing Board
<b>Implementation Date:</b>	Spring 2025
<b>Review Date:</b>	Spring 2028
<b>Target Audience:</b>	Parents, carers and staff
<b>Related Documents:</b>  All Trust policies and procedures referred to are located on the trust website, <a href="http://www.theeducationalliance.org.uk">www.theeducationalliance.org.uk</a> .  If English is not your first language, and you require assistance/translation, please contact the HR Department.  This policy has been equality impact assessed.	<ul style="list-style-type: none"><li>- Child Protection/Safeguarding Policy</li><li>- Behaviour Policy</li><li>- E-Safety Policy</li><li>- SEND Policy</li><li>- SMSC Policy</li></ul> 

## Aims

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

At Beverley Minster C of E Primary we are a completely inclusive school and are proud of that. We wholeheartedly Value All God's Children as defined by the Church of England. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community

Our aims are:

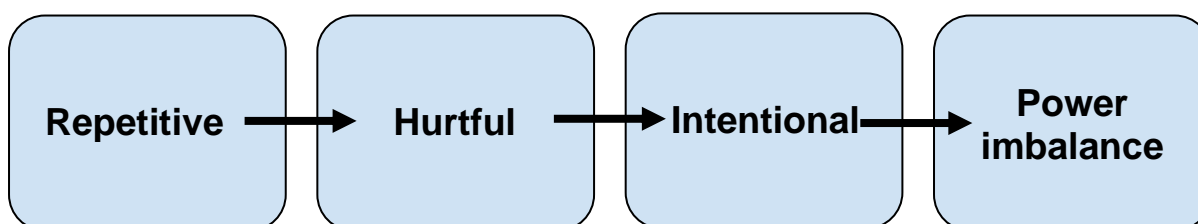
- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring

## **What is Bullying?**

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others.

In Beverley Minster C of E Primary, our definition of bullying is:

**"The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power."**



## **Types of bullying behaviour**

Bullying can take many forms:

- Emotional - being unfriendly, excluding, tormenting, threatening behaviour
- Verbal - name calling, sarcasm, spreading rumours, teasing, use of derogatory language
- Physical - pushing, kicking, hitting, punching or any use of violence
- Extortion - demanding money/goods with threats
- Online – use of social media, messaging and calls. Misuse of associated technology e.g photos and videos.
- Racist - racial taunts, graffiti, gestures
- Sexual - unwanted physical contact, sexually abusive comments
- Homophobic, biphobic or transphobic (HBT) - bullying because of sexuality or perceived sexuality

- Transphobic – because of gender identity or perceived gender identity

### **Bullying is not:-**

It is important to understand that bullying is not an occasional falling out with friends, name calling or the occasional 'joke' that is played on someone. Children do sometimes fall out and can say unkind things because they are upset. When problems like this arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns, name calling or harmless pranks. We all need to be able to deal with these situations and develop social skills to be able to resolve relationships. It is bullying if it is done repeatedly and on purpose.

### **Why is it important to respond to bullying?**

There is considerable evidence to show that bullying has both short term and longer term impact on pupils. Bullying impacts on pupils' wellbeing, can impact on attendance and become a significant barrier to learning. Bullying is associated with lower levels of school engagement and achievement both in primary and secondary schools and can lead to mental health concerns such as anxiety and depression.

### **Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying.**

In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

National research has shown that some groups of pupils are particularly vulnerable to bullying. These groups include: pupils with SEND, looked after children, pupils from minority ethnic groups or faiths, young carers, LGBT pupils and those perceived to be LGBT.

### **How do we at Beverley Minster CE Primary prevent and tackle bullying?**

We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying we will work together to deal with the situation and to learn from what has happened. Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PSHE sessions, through the implementation of e-learning and e-safety policies, IT sessions, class discussion and circle time, collective worship and subject areas, as appropriate, in an attempt to eradicate such behaviour.

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are respected as members of a community where all are known and loved by God.
- The PSHE, RSE and computing programmes of study include opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect differences.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- Circle Time provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.

- Stereotypes are challenged by staff and pupils across the school.
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.
- Should there be a form of bullying arise in the school the curriculum would be adapted to raise and deal with that issues at the time in age-appropriate fashion (e.g. sexting)

### **Statutory duty of schools**

Head Teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or truanting from school.

### **The Role of Staff**

Teach children what bullying behaviour is, how this impacts on others and what we should do to stop it

Investigate issues of bullying thoroughly

Ensure different opinions and facts are sought in order to inform a balanced decision process

Talk to parents

Listen and act appropriately

Keep a record of bullying incidents

Take bullying seriously

Use restorative practice to try to repair broken relationships and ensure positive next steps are formed

Where appropriate, ensure confirmed bullying is punished using the behaviour policy and children understand that it is not acceptable and has to stop

### **The Role of Children**

Children are taught what bullying behaviour is and our school values reflect the need for children to respect each other. Children should not engage in bullying behaviour.

Pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have the right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to their class teacher/TA or another trusted adult.

Children should not join in with bullying behaviours and should seek help from a trusted adult

### **Procedures for parents**

If a parent has any concerns about their child they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the Head Teacher. The Head Teacher is always informed of any bullying concerns at Beverley Minster C of E Primary and monitors the situation carefully.

If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the Head Teacher.

The school will work with both the child and the parents to ensure that any bullying is stopped and that support is given where needed. Parents need to trust the school staff to take the issue seriously and take appropriate action.

Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.

The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.

Bullying is emotive and is of the upmost importance however parents should respect professionals working at the school and work respectfully with the staff to investigate and resolve any issues of bullying.

Parents must understand that an issue of bullying is not always straightforward and there can be different points of view and unknown information that is linked to the issue. Parents need to trust the school staff to take the issue seriously and take appropriate action.

If parents feel that their concern has not been dealt with appropriately they should follow the schools complaints policy.

### **Implementation**

If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached:

The following steps may be taken when dealing with incidents:

- A clear account of the incident (reported via CPOMS) will be recorded and given to the Head Teacher or Designated Safeguarding Lead (DSL) in their absence.
- The Head Teacher or appropriate designated staff will interview all concerned and will record the incident.
- Class teachers will be kept informed and if it persists the class teacher will advise other relevant staff.
- Parents will be kept informed.
- Punitive measures will be used as appropriate and in consultation with all parties concerned.

### **Pupils**

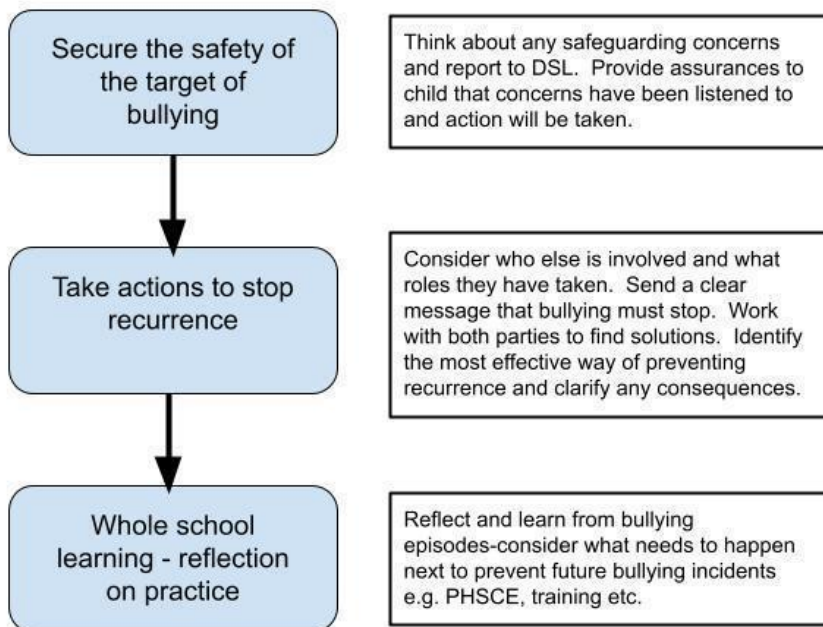
Pupils who have been bullied will be supported by:

- Offering an immediate opportunity to discuss the experience with a member of staff.
- Reassuring the pupil.
- Offering continuous support.
- Restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- Discussing what happened.
- Discovering why the pupil became involved.
- Establishing the wrong doing and need to change.
- Informing parents or guardians to help change the attitude of the pupil.

When pupils report their concerns, our staff are trained to listen and respond. We involve the children as much as possible in finding solutions.



This policy should be read in conjunction with our school behaviour policy, which outlines disciplinary steps that can be taken.

### **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 school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact a pupil's wellbeing 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 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 by SLT and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as the class behaviour log.

### **Monitoring, evaluation and review**

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

This policy should be read in conjunction with the following policies:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- E-Safety Policy
- SEND Policy
- SMSC Policy

## ELSA Referral Form

Date		Name of pupil		Class Teacher	
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<p><b>Reason for concern</b> <i>(Anything at all that is relevant to why you believe there may be a problem)</i></p>	
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<p><b>Parental concerns</b> <i>(Have the parents expressed any concerns)</i></p>	
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<p><b>Suggested targets to work on</b> <i>(What do you believe might help the pupil)</i></p>	
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<p><b>Any measures you have tried or are planning to try in class? Would you like advice?</b></p>	
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<b>Impact on learning/behaviour</b>	1	2	3	4	5	6	7	8	9	10
	<p>A little <span style="font-size: 2em;">→</span> A lot</p> <p><small>Please circle</small></p>									

<b>Urgency</b>	1	2	3	4	5	6	7	8	9	10
	<p>Not urgent <span style="font-size: 2em;">→</span> Very urgent</p> <p><small>Please circle</small></p>									