



## Bedfield and Wetheringsett C of E Primary Schools Anti-Bullying Policy

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### The Mustard Seed

"The Kingdom of Heaven is like a grain of mustard seed, when it is grown, it becomes a tree, so that the birds of the air come and lodge in its branches." Matthew 13:31 – 32

### The Mustard Seed

"If you have faith as small as a mustard seed... nothing will be impossible for you." Matthew 17:20-21



## 1. Statement of Intent

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

## 2. What is bullying?

*'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'*  
DfE 2017

To help define bullying, we use the 'S.T.O.P.' definition of bullying:

### Several Times On Purpose

Bullying can be:

- 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
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - because of, or focussing on the issue of sexuality
- Verbal - name-calling, sarcasm, spreading rumours, teasing
- Cyber - All areas of internet, such as email & internet chat room misuse, mobile threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities

Other ways in which children may be unkind to each other, such as teasing or excluding from a game, need to be taken seriously, but do not usually constitute bullying.

As well as peer-to-peer, bullying can also be teacher-to-student or student-to-teacher.

## 3. Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying. This includes bullying that happens outside of the school premises, including journeys to and from school, external trips, after school clubs and cyberbullying.

Schools have a legal responsibility for preventing and tackling bullying as outlined in the Education Act 2002, the Education and Inspectors Act 2006 and the Equalities Act 2010.

## 4. Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.

- As a school we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- Bullying will not be tolerated.

## **5. Signs and Symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

## **6. Cyberbullying**

As outlined in the school's Esafety Policy and Responsible Use Agreements, cyberbullying will not be tolerated. Pupils should not have mobile technologies in school. Any mobile phones used for journeys to and from school should be handed into the office for safekeeping. Emails and other computer use in school may be monitored.

Any incidents of cyberbullying should be reported to the headteacher and any children are advised to keep any evidence, for example, by not deleting relevant messages etc.

Pupils are educated in the forms, effects and possible sanctions of cyberbullying, as is age appropriate, through the school's computing and PSHE curriculums. This take place annually and more in-depth every two years.

The school's e-safety officer (currently the headteacher) is responsible for keeping up to date with the internet technologies being used by pupils both within and out of school.

## 7. Procedures

1. Anyone who becomes aware of bullying should report it to a member of staff.
2. The incident(s) will be recorded by staff on a Bullying Incident Form (available in the staffroom). This records the nature of the incident, actions taken and records a review of the situation one week after the incident.
3. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
4. If necessary and appropriate, police will be consulted and social services may need to be contacted in response to any child safeguarding concern.
5. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
6. An attempt will be made to help the bully (bullies) change their behaviour. This may include the following strategies:
  - Restorative justice
  - Mediation/counselling
  - Anger management training & self help
  - Peer Mentor/Buddy support
  - External Agencies – eg Behaviour Support Service
  - Circle of Friends

Parents are expected to support the school in imposing sanctions if their child is responsible for bullying.

## 8. Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other consequences will take place in line with the school Behaviour Policy.
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

## 9. Prevention

We will use the following methods for helping children to prevent bullying. As and when appropriate, these may include:

- continually promoting a shared understanding of the school rules and ethos, communicated via the Home School Agreement
- careful supervision at break times and before school
- the careful cultivation of self-esteem, social skills and emotional development through day to day interactions and the PSHE curriculum
- a focus on identifying and preventing bullying during Anti-Bullying Weeks
- PSHE lessons where the types of bullying, its impact and what should be done about it are discussed. This includes sending a clear message that all should report any cases and not be bystanders
- having ongoing discussions about bullying and why it matters as the need arises
- signing a behaviour contract when appropriate
- celebrating diversity and differences
- induction and training for staff as part of safeguarding training

The school will review its Anti-Bullying Policy and procedures in response to any incident or concern which causes its effectiveness to be questioned.