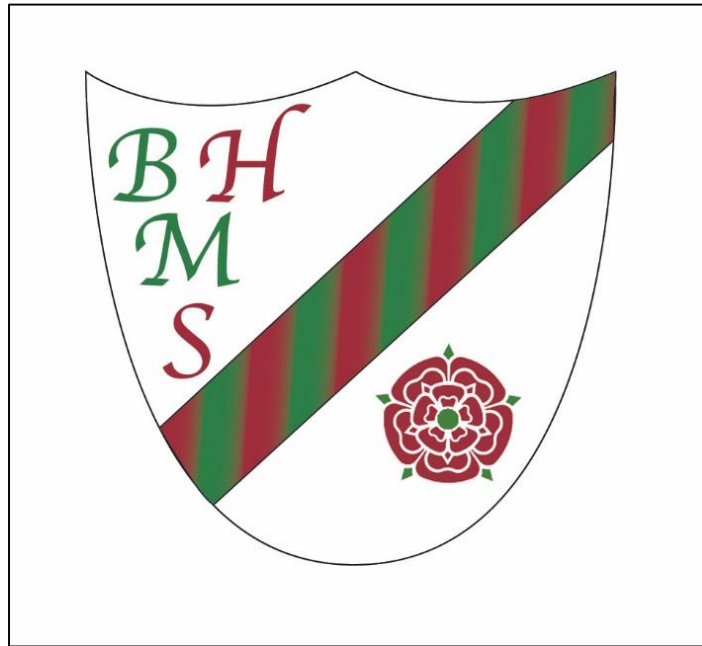


Bedford Hall Methodist Primary School Anti-Bullying Policy



Written by:	L Draper
Date agreed:	Spring 2023
Next Review Date:	Spring 2025
Chairs Signature	

Version Control

Change Record

Date	Author	Version	Reason for Change
January 2020	A Burkes L Whittaker	1	Full revision – updated practice within school since last review period.
January 2023	L Draper	2	Update of bullying definition Slight changes to rationale

Mission Statement

Bedford Hall Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential.

To achieve this, we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on Christian values.

Safeguarding Statement

At the Bedford Hall Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Safeguarding Policy apply to all staff, volunteers and governors

Vision

"I look upon all the world as my parish."
John Wesley

Without
Limits

"Show me your ways, Lord,
Teach me your paths." Psalm 25:4

Learn
Without
Limits



"Serve one another humbly in love."
Galatians 5:13

Love
Without
Limits

"I have come in order that you may have life
- life in all its fullness."
John 10:10

Live
Without
Limits

This policy has been written with due regard to the Equality Act 2010

Rationale

At Bedford Hall Methodist we believe that everyone within our school has the right to feel welcome, secure and happy. Only when this is the case will all members of the school community be able to flourish and succeed. Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to prevent this happening and this policy contains guidelines to support the school's aim to be "A happy, caring school family" where all are valued.

Where bullying exists the victims must feel confident to activate the anti-bullying systems within the school to end the bullying. It is the school's aim to challenge attitudes about bullying behaviour, increase understanding for bullied pupils and help build the Christian ethos of the school.

At Bedford Hall Methodist, we value the importance of its pastoral role in the welfare of the children and the school's community. The ethos of the school ensures that children learn and develop in all aspects and that children and their families are given the appropriate guidance and support.

Every child will learn that our society values diversity and mutual respect and acceptance through the teaching of every person being special and unique. Through this education, school will seek to support children and families from minority groups to prevent ethnic or cultural bullying. All homophobic, biphobic, transphobic (HBT), racist, sexist, sexual, disablist and religious incidents are recorded and followed up effectively. Positive awareness days to celebrate the success and achievements of these minority groups are part of the school calendar.

At Bedford Hall Methodist we value the importance of Mental Health. This is promoted by regular training, access to a school counsellor and access to nurture and intervention programmes to support positive mental health.

Aims and objectives

- Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable and diversity is celebrated.
- We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definitions of Bullying

The Anti-Bullying Alliance 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. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

- **Bullying is repetitive.**
- It involves an imbalance of power.
- It may be verbal, physical, sexual, racial or psychological. It may encompass threats, extortion, cyberbullying, body language, exclusion and

malicious gossip.

- Bullying is the intentional abuse of power by an individual or group with the intent and motivation to cause distress to another individual or group.

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
- Sexist bullying based on gender
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic discrimination against and/or fear or dislike of lesbian and gay people (including those perceived to be gay or lesbian). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about lesbian and gay people.
- Transphobic discrimination against and/or fear or dislike of people whose gender identity does not align with the gender they are assigned at birth, or whose gender identity or expression doesn't appear to align. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about trans people.
- Biphobic discrimination against and/or fear or dislike of bisexual people (including those perceived to be bisexual) or of bisexuality. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about bisexual people.
- LGBTphobic collective discrimination against and/or fear or dislike of LGBT+ people (including those perceived to be LGBT+). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about LGBT+ people.
- Disablist Bullying linked to a perceived or actual disability or additional need
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet, such as email, internet chat room and social networking sites misuse
Mobile threats by text messaging & calls
Misuse of associated technology, i.e. camera & phone & video facilities
- Extremism the process by which a person comes to support terrorism and forms of extremist views

Bullying is not:

Not all aggressive behaviour is bullying. We need to be clear about the distinction between bullying and isolated acts of aggression.

Behaviour that appears to be bullying may be exhibited by some children without intention or awareness that it causes distress.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if it is done several times on purpose (STOP).

Children sometimes fall out or say things because they are upset. When occasional problems of this kind 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, the odd name calling or childish prank. We all have to learn how to deal with these situations and develop social skills to repair relationships.

Recognising the signs:

Signs and symptoms of bullying

Signs and symptoms of bullying can be extremely variable and will very much depend on the individual, but some of the more common signs are listed below:

Physical signs: e.g. Physical injuries such as bruising, damaged clothing with no convincing explanation and general ill health due to stress

Emotional signs: e.g. mood swings, apparent changes in personality, constant anxiety / nervousness, depression or tearfulness for no apparent reason, lack of confidence, negative self-image, hostility and defensiveness.

Behavioural signs: e.g. withdrawn, frequent unexplained absences, poor concentration, eating disorders, alcohol / substance abuse, evidence of self harming and disruptive / challenging behaviour.

General: e.g. frequently 'lose' money or possessions, appears tired / lethargic, avoids entering / leaving school with others.

The role of:-

Pupils

If you are being bullied:-

- Tell someone you trust
- Remember you are not the one with the problem
- If you are worried about openly discussing an incident when the aggressors are present (e.g. taunting during a lesson) you can go to the teacher with a piece of work, using this as a reason to speak to the teacher.
- Use the 'What I want my teacher to know' box in your classroom
- If you can, ignore the bully
- If you can, do not show you are upset
- If possible, avoid being alone in the places bullying happens
- If you can, be assertive.
- Walk away quickly and confidently, even if you do not feel that way inside
- Your safety is more important than your possessions. If you are in danger, don't hold onto them
- Be proud to be special and unique.

Friends

- Listen and talk it through
- Try to be sensitive
- Try not to leave them on their own

- Persuade the person being bullied to talk to an adult
- If you can, be assertive.

Bystanders

- Even if you don't take part in the bullying but see it and walk away, you are ignoring your responsibilities
- Get help from an adult
- Give sympathy to the person being bullied and try not to leave them alone
- Tell someone you trust.

Staff

All staff in our school take all forms of bullying very seriously, and intervene to prevent incidents from taking place. A 'Bullying Report Form' (appendix A) is completed if bullying is suspected and stored on CPOMs.

When we become aware of any bullying taking place in school, we deal with the issue immediately. This may involve counselling and support for the victim and person who has carried out the bullying. We spend time talking to the child who has been bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future.

Staff may feel it beneficial to set up a buddy system, or peer counselling possibly with pupils who already hold a position of responsibility, such as School Council members or prefects. Pupil lunchtime support can also be beneficial through friendship circles.

Actions the School will take to Tackle Bullying

- ☑ Prevention is better than cure so staff will be vigilant for signs of bullying and always take reports of incidents seriously.
- ☑ Staff will use the curriculum, circle-time, worship themes and PSHE activities to reinforce the ethos of the Bedford Hall Methodist Primary School and help pupils to develop strategies to combat bullying-type behaviour and promote British Values across the school.
- ☑ All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the Primary Relationships and Health Education Policy.
- ☑ The school will ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, relationship education and group sessions -such content will be specific to age and stage development.
- ☑ The school will work with partner agencies such as the NSPCC and deliver the "speak out, stay safe" programme to provide workshops for pupils to help them learn about online safety and the importance of speaking out.
- ☑ Circle-time helps children develop a positive self-image. This frees them emotionally to behave more co-operatively and look outwards at ways of addressing the needs of the wider society. It places children in role as citizens not subjects. Bedford Hall Methodist Primary School will use curriculum design, worship themes, PSHE and circle-time to develop positive relationships, provide children an opportunity to develop their feelings and give them skills to make it work without conflict.

- ☑ Pupils are told that they must report any incidence of bullying to an adult within school, and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report their knowledge to a member of staff.
- ☑ The Bedford Hall Methodist Primary School values its schools having an open door policy. Parents and carers can meet with teachers and the pastoral staff to discuss any concerns or worries they may have. At times an appointment may be necessary.
- ☑ All staff have the relevant up to date online Prevent training.
- ☑ All reported incidents of bullying will be investigated and taken seriously by staff members.
- ☑ A record will be kept of any bullying incidents, and where necessary appropriate referral will be made to outside agencies e.g. Greater Manchester Police's Channel referral, social care etc.
- ☑ The Headteacher or Pastoral Manager will be responsible for this and a copy of the report and the action taken will be kept by the Pastoral Manager in the child's file.
- ☑ Older pupils may be asked to write a report themselves.
- ☑ In order to ensure effective monitoring of such occurrences, and to facilitate co-ordinated action, all proven incidences of bullying should be reported by staff to the Pastoral Manager or SLT.
- ☑ If bullying includes racist, biphobic, disablist, homophobic or transphobic abuse then it should also be reported to SLT or Pastoral Manager to be recorded.
- ☑ All incidences of bullying will be reported to the Local Advisory Board each term by the Headteacher.

Upon discovery of an incident of bullying, the school will follow Seven Steps Approach which is a restorative approach in line with the school's Positive Behaviour Policy.

Stage One - 'The Seven Steps Approach'

When bullying has been observed or reported at Bedford Hall Methodist we follow 'The Seven Steps Approach'.

Step One - Interview the victim

When the teacher/staff member finds out that bullying has happened he / she starts by talking to the victim about his/her feelings.

He / she does not question him/her about the incidents but he/ she does need to know who was involved.

Step Two - Convene a meeting with the people involved

The teacher/staff member arranges to meet with the group of pupils who have been involved. This will include some children who joined in but did not initiate any bullying.

Step Three - Explain the problem

The teacher/staff member tells the group about the way the victim is feeling and might use a poem, piece of writing or drawing to emphasise his/her distress.

At no time does she/he discuss the details of the incidents or allocate blame to the group.

Step Four - Share responsibility

The teacher/staff member does not attribute blame but states that she/he knows the group are responsible and can do something about it. This can be an effective way to provide a forum for discussing important issues such as equal rights, relationships, justice and acceptable behaviour.

Step Five - Ask the group for their ideas

Each member of the group is encouraged to suggest a way in which the victim could be helped to feel happier. The teacher/staff member gives some positive responses but she/he does not go on to extract a promise of improved behaviour.

Step Six - Leave it up to them

The teacher/staff member ends the meeting by passing over the responsibility to the group to solve the problem. He/she arranges to meet with them again to see how things are going.

Step Seven - Meet them again

About a week later the teacher/staff member discusses with each child, including the victim, how things have been going. This allows the teacher/staff member to monitor the bullying and keeps the children involved in the process.

Step Seven is repeated periodically for several months.

Parental Involvement

- The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem.
- The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her.
- A Pastoral Support Plan (PSP) may be set up for persistent cases which may lead to fixed term exclusion.
- A monitoring tool may also be used, incorporating a reward for achieving desired behaviours.
- The Pastoral Manager will closely monitor the child/children involved informing staff on a need to know basis.

Parents are reminded regularly through letters and newsletters to inform their children that they must tell someone should they ever be bullied. Keeping information from the school, or from their parents, will never help a problem to be solved, and will prolong the period a victim has to suffer. Bedford Hall Methodist Primary School will review this policy to ensure the school is in a position to strengthen the approach to Bullying issues. Where necessary Bedford Hall Methodist Primary School will call on outside resource to support our action. This policy is seen as an integral part of our Positive Behaviour Policy.

Appendix 1

Bullying Report Form

This form will be sent to SLT or Pastoral upon completion.

Personal details	
Name of person reporting incident:	
Name of pupil being bullied:	
Year group:	
Form group:	
How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

Incident details
What happened?
Where did the incident take place?

When did the incident occur?

Who has been suspected of bullying?

Did anyone else see the incident?

According to the victim, how often does the bullying take place?

According to the victim, how long has the bullying been going on?

**How has the incident been dealt with?
Include parental involvement, use of restorative practice and any actions needed
moving forwards.**

Signed:

SLT: _____ Date: _____
Pastoral: _____ Date: _____