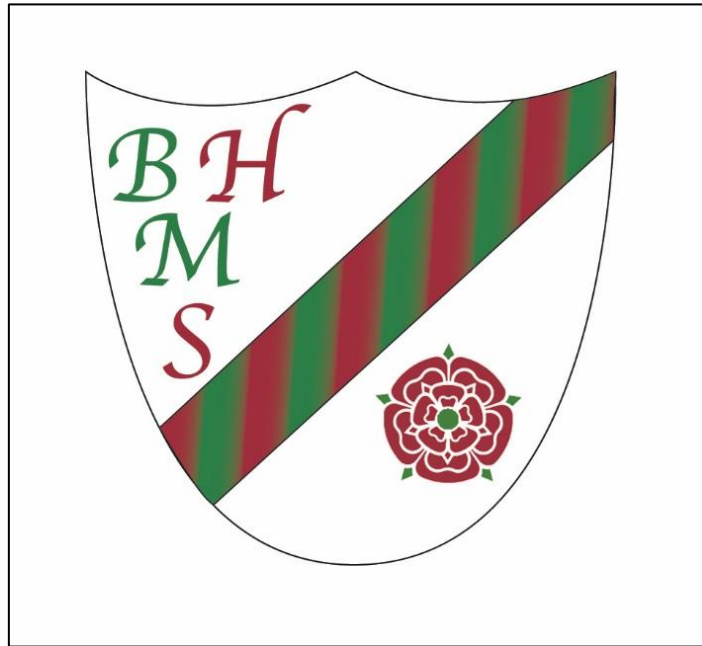


# Bedford Hall Methodist Primary School Anti-Bullying Policy



Written by:	L Draper
Date agreed:	Spring 2026
Next Review Date:	Spring 2028
Chairs Signature	

## Version Control

### Change Record

Date	Author	Version	Reason for Change
January 2020	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
January 2025	L Draper	3	Changes to rationale Addition of contents Addition of child friendly 'STOP'
February 2026	L Draper	4	To align with policy schedule Addition of 'Do all you can' school rule within 'signs and symptoms'. The Seven Step Approach

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## **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 Primary School, everyone is different, yet everyone is equal. We believe that all within our school have the right to feel welcome, secure and happy. Only when this is the case, will all members of our school community be able to flourish and succeed.

Bullying of any sort prevents the flourishing of individuals as well as preventing equality of opportunity. This policy contains guidelines to support the school's rule to 'Do All You Can' by recognising, tackling and eradicating bullying.

Where bullying exists, the victim/s 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 maintain the strong Christian culture of the school.

Every child will learn about British Values at Bedford Hall and how our society values diversity, mutual respect and acceptance of difference. 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 actioned quickly. 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 throughout the curriculum for all children. Additional support is provided via access to nurture and intervention programmes as well as referrals to the school counsellor.

## **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.

For young children, we use the acronym ‘STOP’ to remember what bullying is:



## Bullying is...

Bullying falls into many categories. Talking about bullying specifically can help the offender know exactly which behaviours and attitudes they must change and also support the victim by giving them the language to seek help :

- 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.

## **Signs and Symptoms:**

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.

## **DO ALL YOU CAN:**

Recognising, reporting and eradicating bullying is everyone's responsibility. To maintain our Christian culture and ethos of mutual respect, we all have a role to 'Do all we can' by:

### **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.
- ☑ 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.
- ☑ 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.
- ☑ If bullying includes racist, biphobic, disablist, homophobic or transphobic abuse then it should also be reported on a prejudice incident form.
- ☑ All incidences of bullying will be reported to the Local Advisory Board each term by the Headteacher.

## **Seven Step Approach**

When bullying has been observed or reported at Bedford Hall Methodist, we follow 'The Seven Steps Approach' as recommended by Wigan Council. This is a restorative, non-punitive method for tackling bullying by focusing on the distress of the victim and empowering the peer group to fix the situation. These stages outline what has proven to be the most effective approach in stopping bullying from reoccurring. For this reason, staff and parents must trust the process and proceed through the stages in order to maximise the chances of peer resolution. The resources or pictorials used to support staff facilitating each stage will be taken from the Anti-Bullying Alliance (ABA) resources for schools.

1. **Talk with and Listen to the Victim:** The facilitator (e.g., a teacher) meets with the pupil being bullied to understand their feelings and the impact of the bullying, rather than focusing on hard evidence.
2. **Convene a Meeting with the Involved Group:** A group of 6–8 pupils is gathered, including those who engaged in the bullying, bystanders who were/are aware of the bullying, or those who encouraged it. See diagram:



3. **Explain the Problem:** The facilitator tells the group that they are worried about the targeted pupil and explains how they feel, often using a poem, drawing, or story, without assigning specific blame. The facilitator will also inform parents.

4. **Share Responsibility:** The facilitator explicitly states that no one is in trouble or being punished, but makes it clear that the group shares responsibility for making the victim feel safe and happy.
5. **Ask the Group for Ideas:** Each member is encouraged to suggest ways they can help the victim feel better and safe.
6. **Leave it up to Them:** The responsibility to act is placed on the group, and they are trusted to carry out their own ideas.
7. **Meet Them Again:** The facilitator meets with the group and the victim roughly a week later to check on progress, monitor the situation, and see how things have improved. Step Seven is repeated periodically for several months.

If, after the seven step approach, a threat to the victim's welfare or wellbeing is still prevalent, then school will meet with the parents/carers of the bully / perceived bully again. School may then refer to external agencies such as the Behaviour Support Team, Educational Psychologist or the Police. Sanctions in line with Step 5 on the Behaviour Policy will be used to demonstrate the seriousness of bullying. Sanctions at Step 5 include loss of privileges (eg a prized responsibility; representation on a pupil group; representation on any school team; a class or school reward/trip). The headteacher may also decide that a fixed term or permanent exclusion is proportionate, depending on the individual circumstances.

Pastoral Support Programmes will be used, where appropriate, to support the wellbeing of all involved. If relevant, school may refer a child to counselling or therapy sessions.

### **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 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:	
How may we contact you? (please circle)	
At school	At home
Home address:	
Email:	
Telephone:	

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

**When did the incidents occur?**

**Who has been suspected of bullying?**

**Did anyone else see the incidents?**

**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: \_\_\_\_\_