

*“Blowing out someone else’s candle doesn’t  
make you shine any brighter”*

### Introduction

There is no legal definition of bullying. However, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

When children ask *“What is Bullying?”* we may choose to reply *“Bullying is when you keep picking on someone because you think you’re cooler, smarter, stronger or better than them.”*

At Beormund we recognise that raising awareness, consistently responding to any cases of bullying and thus preventing an increasing number of incidents occurring should be a priority to ensure the safety and well-being of all of our children.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act;
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Beormund we are committed to safeguarding and promoting the welfare of all children and young people and expect all staff and volunteers to share this commitment.

Under the Children Act 1989, a bullying incident should be addressed as a child protection concern when there is ‘reasonable cause to suspect that a pupil is suffering, or is likely to suffer, significant harm’.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy, our School Code of Conduct, our Home School Agreement and the School’s Vision, Aims and Values (note: School Rules, Our Roles and Responsibilities). Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour.

### Principles

It is the responsibility of the Governing Body, the Headteacher and the Senior Leadership Team to ensure that all members of the school community work within a safe and enabling environment.

## Aims

We are determined to promote and develop a school ethos where bullying behaviour is regarded as unacceptable, to ensure a safe and secure environment is sustained for all children who attend Beormund. We aim for all pupils to reach their potential academically, socially and emotionally through learning, playing and exploring in a safe and secure environment.

An annual anti-bullying week known as Friendship Week here at Beormund, is held to further raise awareness.

## Bullying Definition

At Beormund, we discuss what bullying is, as well as incidents we would not describe as bullying (such as two friends falling out, or a one-off argument), with all children through assemblies and PSHE lessons.

We agree that:

- Bullying is usually physical hurting, name calling, giving unkind looks or leaving people out of activities/games;
- Bullying usually happens when the relationship is imbalanced;
- Bullying is usually on-going.

## Types of Bullying

### Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual bullying', which can occur in and outside school. Cyber-bullying is a different form of bullying which can happen beyond the school day into home and private space, with a potentially bigger audience, and more accessories as people forward on content.

E-safety workshops are held to raise parents and carer's awareness of cyber-bullying. E-safety is an important part of the curriculum and information for parents and carers is included in newsletters and on the school's website.

### Racist Bullying

This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome marginalised and excluded, powerless or worthless because of their colour, ethnicity culture, faith community, national origin or national status.

### Homophobic Bullying

This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people (members of the LGBTQi community).

### Vulnerable Groups

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Looked After Children
- Gypsy, Roma and Traveller children
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children entitled to Free School Meals
- Children for whom English is an Additional Language
- Children who are perceived to be gay, lesbian, bisexual or transsexual

## Recording and Tracking behaviours displayed that could be perceived as Bullying.

Our Behaviour Policy includes rewards and sanctions which are used consistently, alongside positive relationships, to prevent inappropriate behaviour, and promote positive behaviour. Children are taught to tell an adult in school if they are concerned that someone is being bullied. All bullying incidents must be recorded.

## Responding to Bullying

In any case of alleged bullying, either the class teacher or support staff member should first establish the facts, and build an accurate picture of events over time, through speaking to the alleged perpetrator(s), victim(s) and adult witnesses, as well as parents and pupil witnesses if necessary and appropriate. All cases of alleged bullying should be reported using the Incident tab on Behaviour Watch.

The screenshot shows the 'behaviourwatch' software interface. The top navigation bar includes tabs for 'Ms L Butcher', 'Contact Log', 'Thinking Time', 'Incident', 'Rewards', 'Safeguarding/Concern', 'Accident Student Staff Other', and 'Weekly Emotional Monitoring'. The 'Incident' tab is selected. Below the navigation bar, there is a 'Visual support' checkbox. The main area is divided into sections: 'Behaviours' (a grid of checkboxes for various behaviours, with 'Bullying' checked), 'Type of Bullying' (checkboxes for racial, gender/sexuality, sexual, cyber, cultural, and general bullying), and 'Description of Incident Type' (checkbox for 'Description of incident type'). At the bottom, there are 'Cancel', 'Print', and 'Save & Close' buttons.

If the allegation of bullying is supported, then the class team (with guidance from the Behaviour Support Manager) should seek to use a restorative approach with all children together. The child should fully understand the consequences of their unkind and unwanted actions on the victim(s). Both parties should be clear that a repeat of these behaviours will not be acceptable.

Parents of both parties should be informed. If the situation does not improve, the Home School Liaison Officer and/or a member of the Senior Leadership Team should meet with the parent(s) of the bullying child(ren) and agree clear expectations and boundaries which would be shared with the class teams of all children involved. Behaviours will then be closely monitored.

Any further incidents could lead to an intervention (e.g. through outside agencies), further monitoring, support and/or sanctions, in accordance with our Behaviour Policy. Any necessary action should be taken until the bullying has stopped.

## Signs of Bullying

All staff should be vigilant in looking out for signs of bullying or other child protection issues including:

**Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.

**Emotional:** losing interest in school, being withdrawn or secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness for no reason, lack of confidence, headaches and stomach aches, signs of depression.

**Behavioural:** asking to be taken to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.