BULLYING PREVENTION

JANUARY 2023
Spring Term

Approved by: **Engagement & Wellbeing Committee**	Date:
Last reviewed on: **January 2023**	
Next review due by: **January 2025**	

BULLYING PREVENTION

1. Rationale:

At Beechwood we recognise the importance of educating children, parents/carers and staff to fully understand what bullying is, the devastating impact it can have on children and the need to look at creative ways of dealing with it. We recognise that this may require variations in approach, a need to be flexible and an understanding of the needs of those children. We aim to ensure a safe and happy environment where bullying or any other form of intimidation is not tolerated. We, as a school, promote positive interpersonal relations between all members of the school community.

2. Definition:

There is no legal definition of bullying, however, there are three agreed defining features of bullying:

• The victim is targeted by a group or individual on a regular basis (repeated);

• It is intended to hurt or humiliate someone either physically or emotionally;

• There is a power imbalance, the victim is fearful of those targeting him or her.

When all of these things are happening, it is highly likely that it is a bullying situation. The children are taught to distinguish bullying by using the STOP acronym.

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At Beechwood we understand that some children maybe more at risk of being targeted based on a disability, long term health conditions such as mental health problems or a learning difficulty, ability, social choices, affluence, religion, ethnicity, sexual orientation or gender. Although in some cases, it may not be linked to any of these factors.

Although not an exhaustive list, common examples of bullying include:

• <u>Physical</u> - Kicking, hitting, taking or destroying belongings

• <u>Verbal</u> - Name-calling, threats, mimicking, coercion, intimidation

• <u>Cyber/technological</u> – Mobile phone calls, text messages, pictures or video clips, emails, chat rooms, instant messaging, social networking websites, sharing private messages or communications

• <u>Emotional/Indirect</u> – Spreading nasty stories about someone, shunning (excluding from social groups), behaviour that might result in psychological harm/trauma.

However, isolated instances of hurtful behaviour, teasing or arguments between individuals would not be seen as bullying, these would be categorised as peer conflict.

3. Curriculum:

At Beechwood we follow the 1desicion curriculum for PSHE and SRE. This includes a clear age-related progression in a number of modules including Staying and Keeping Safe, Relationships (with specific lessons on bullying), Being Responsible, Feelings and Emotions, Computer Safety and A World Without Judgement.

These modules teach about individual difference and diversity and teach children about their rights and responsibilities in relationships.

4. Responsibilities:

Staff

Staff should promote pupils' self-esteem, self-respect and respect for others. They should also demonstrate, by example, the high standards of personal and social behaviour expected.

Staff regularly discuss bullying with all classes during PSHE lessons or when the need arises. Regular assemblies explore different types of bullying, with further assemblies held during Bullying Prevention week

All staff should report suspected cases of bullying to Louise Hargreaves and/or Rachel Geary, the Bullying Prevention Leads, and an electronic record should be made using specific paperwork. This record is kept on the school's electronic monitoring system, CPOMS. Parents of all children involved will be asked to come in to school for an initial discussion.

All incidents of bullying will also be reported to the headteacher.

Pupils

All pupils are taught to understand the different types of bullying and are encouraged to be vigilant around school. If children feel they have witnessed or been a victim of any act of bullying they should report this immediately to a member of staff. In addition to this, there is a place where children can confidentially 'post' any concerns they have. These concerns are monitored by the safeguarding council and the DSL and give children the opportunity to discuss anything they are concerned about whether inside school or outside school hours.

In school we have a Safeguarding Council made up of children from across year KS2. These children work closely with the safeguarding lead who can sign post to helplines and establish peer monitoring if appropriate.

Parents

Any parent who has concerns with bullying should speak with the class teacher in the first instance. Parents will be involved at an early stage and actions to prevent escalation of incidents will be discussed with them. Bullying Prevention and Expectation and Discipline policies are available for parents to read on the school website. If they feel that their concern has not been resolved, they can request a meeting with one of the anti-bullying leads.

5. Procedures:

We use our Expectations and Discipline policy effectively to promote positive behaviour so that there is an ethos in school where bullying is unacceptable.

All members of the school community will be expected to be vigilant and to report any bullying that is observed or reported to them. Any report of bullying will be listened to and taken seriously. All incidences of bullying will be reported to the anti-bullying leads who will liaise with the headteacher.

Every allegation of bullying will be investigated, followed up and an electronic record kept.
Any data concerning bullying incidents will be reviewed and analysed.
Any victim of bullying will be well-protected immediately and in the future.

PSHE lessons will be used to discuss different types of bullying and teach strategies to deal with bullying.

We will use the school Expectations and Discipline policy alongside this Bullying Prevention policy.

Recording and Investigating Procedures:
If an incident is reported to a member of staff and they feel it matches one of the agreed defining features of bullying they will record this on CPOMS and notify Louise Hargreaves. One of the anti-bullying leads will then complete the 'Initial Notification of Bullying/Conflict' form (Appendix A) with the victimised pupil.

Agreed actions will be put in place and monitored for 2 weeks. Following the monitoring period it will be recorded on CPOMS that the issue has been resolved or further work will be put in place.

If further work is needed, the SEMH lead will work with the victimised pupil and other students involved to complete 'Discussion with the Victim' forms (Appendix B) and 'Discussion with the Students involved in Bullying' forms (Appendix C).

Once work has been completed over an appropriate period of time a 'Follow up Form' (Appendix D) will be completed.

Pupils and their parents will be made aware of this policy and it can be accessed through the school website.

BULLYING PREVENTION POLICY

This policy was adopted at a meeting of Engagement and Wellbeing Governor sub-committee, held on _____

Date to be reviewed: **January 2025**

Signed:

Name of signatory:	S. Harper	J. Cargill
Role of signatory:	Headteacher	Chair of Governors