

BISHOPSTEIGNTON PRIMARY SCHOOL BISHOPSTEIGNTON PRESCHOOL Governing Board

Anti-Bullying Policy					
Date	10 March 2025	Responsibility	Teaching and Learning / Safeguarding	Unique I/D	9-8

Version Control			
Version	Origin	Date	Amendments
2016		May 2016	
2018	BPS	04/12/18	Minor amendments Approved at T & L Committee meeting
2018	BPS	27/11/20	This policy now meets the requirements of both Bishopsteignton Primary School and Bishopsteignton Preschool. Conditionally approved at the 27th Nov T & L meeting
2018	BPS	29/01/21	Curriculum Content amended - page 4. Approved at the 29th Jan 2021 T & L meeting
2018	BPS	07/07/21	Wrap around Care note added. Approved and adopted at the FGB meeting
2018	BPS	03/02/23	For approval and adoption at the 02 Feb 2023 T & L meeting
2018	BPS	02/03/25	Lead governor was GH Approved at the 10 Mar 2025 T & L meeting

This policy also applies to our Breakfast Club and After School Club which are both based on our school site for current pupils

Rationale

Bishopsteignton Primary School is a caring community where bullying is not tolerated. We strongly believe that every child should be able to learn in a school environment free from bullying of any kind and in which they feel safe and supported. Children must know that they can talk to adults about their fears and have confidence that appropriate action will be taken to resolve the situation. All adults in our school share the responsibility to create such an environment. No child deserves to suffer the pain and indignity that bullying can cause. Equally, we recognise the negative impact bullying has on a child's educational experiences and wider development.

Our school promotes good behaviour which is the key to creating an environment free from bullying and intimidation. We have clear, consistent and high expectations of all staff and pupils and these are detailed in our Behaviour Policy. We promote equality, value diversity and work hard to ensure the safety and well-being of all members of the school community. Our aim is to work closely with parents/carers to achieve this for our children.

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Legal Requirements

There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying.

The Education and Inspections Act 2006

In particular section 89 of the Education and Inspections Act 2006:

- provides that every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents;
- gives head teachers the ability to discipline pupils for poor behaviour that occurs even when the pupil is not on school premises or under the lawful control of school staff.

The Equality Act 2010

The Equality Act 2010 replaces previous anti-discrimination laws with a single Act. A key provision is a new public sector Equality Duty, which came into force on 5 April 2011. It replaces the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate 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.

Schools are required to comply with the new Equality Duty.

Safeguarding children and young people

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 child is suffering, or is likely to suffer, significant harm'.

Criminal law

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986.

Definitions

Bullying can be described as being a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be verbal, physical, emotional or indirect. It can be an unresolved single frightening incident which casts a shadow over a child's life, but is more commonly a series of such incidents or persistent victimisation over time.

Pupils are bullied for a variety of reasons – and for no reason. Specific types of bullying include: bullying related to race, religion or culture; bullying related to special educational needs (SEN) or disabilities; bullying related to appearance or health conditions; bullying related to sexual orientation; bullying of young carers or looked-after children or otherwise related to home circumstances; sexist or sexual bullying. Bullying can take place between

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pupils, between pupils and staff, or between staff; by individuals or groups; face-to-face, indirectly or using a range of cyberbullying methods.

Cyberbullying can be defined as “the use of Information and Communications Technology (ICT), particularly mobile phones and the internet, deliberately to upset someone else”. It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target. However, it differs in several significant ways from other kinds of bullying: the invasion of home and personal space; the difficulty in controlling electronically circulated messages; the size of the audience; perceived anonymity.

Racist bullying can be defined as “a range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status”.

Individual Responsibilities

All members of the school community have a key role in promoting, implementing and supporting the Anti-Bullying policy of Bishopsteignton Primary School. It is important that there is a collaborative whole school approach to address any difficulties which may be encountered. Everyone should work together to create a safe, happy and anti-bullying environment.

Staff should:

- Provide a safe, secure and caring environment
- Promote and sustain good behaviour
- Listen to all reports of bullying
- Address each situation in line with procedures
- Work collaboratively with all relevant members of the school community, developing positive partnerships with parents/carers
- Report the number of incidents to governors each term

Pupils should:

- Report all incidents of bullying (if a child is being bullied or if they know about another pupil who is being bullied – TELL AN ADULT)
- Follow the school's code of conduct
- Avoid inappropriate behaviour which might be considered as bullying
- Be respectful and supportive to others

Parents/carers should:

- Work in partnership with the school
- Advise their children to report any concerns to a member of staff
- Discourage behaviours which might be considered as bullying
- Stress to their children that retaliation is not helpful
- Contact the School Secretary to arrange an appointment with the child's class teacher to discuss concerns.
- Co-operating with the school, if their child/children are accused of bullying, try to ascertain the truth and point out the implications of bullying, both for the children who are bullied and for the bullies themselves.
- Accept their role in dealing with bullying behaviours which occur outside the school so that they do not interfere with effective learning and teaching during the school day.

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Guidelines

To achieve these aims staff will:

- promote an open and honest anti-bullying ethos
- watch out for signs of distress in children that may be caused by bullying
- adopt a caring, patient, listening approach to children who express anxieties about being bullied
- react to bullying incidents in a reasonable, proportionate and consistent way
- assure the child that action will be taken
- get a clear picture of the incident/concern through discussion with all those involved. In serious cases this will involve a formal meeting which will be recorded
- talk calmly to any child accused of bullying – remembering that bullies have often been victims of bullying too
- safeguard the child who has experienced bullying and trigger sources of support
- record all incidents of actual or perceived bullying and discuss with the Headteacher / Team leader who will decide on what further action needs to be taken. Any substantiated concerns will always be discussed with parents
- in consultation with the Headteacher, apply disciplinary sanctions to the pupil causing the bullying and ensure that they face up to the harm they have caused, learn from it and have an opportunity to put it right
- discuss multi-agency support for the victim or the bully with the SENCo if appropriate
- record discussions with parents/carers together with actions agreed on CPOMS
- monitor the situation by informing all staff / club adults, to ensure that bullying has ceased
- consider the needs of the bully and whether counselling/support is required
- ensure bullied children have the support of friends
- respond to concerns raised by parents.

Curriculum Content

The anti-bullying education programme will:

- Provide information that is relevant and appropriate to the age and developmental stage of the children.
- Develop skills of assertiveness, communication and effective dialogue in relationships, enabling children to deal with conflict and feelings e.g. anger.
- Encourage the exploration and clarification of values and attitudes, rights and responsibilities.
- Foster self-esteem, positive self-image and confidence.

Health topics and themes will be revisited taking into account the children's stage of development and the spiral curriculum concept. To access the content of the anti-bullying curriculum, please refer to the school's RHE curriculum.

Organisation

Anti-bullying education will be led by the RHE subject leader.

Delivery will be:

- • As topics.
- • Addressed occasionally in assembly time.
- • Through pastoral time.
- • Through circle time.

Active learning methods which involve children's full participation will be used.

To support this policy, a child's version of the 'Anti-Bullying' Policy that was co-written with a selection of children from various year groups.

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Bishopsteignton Preschool

Bullying is a behaviour that both parents and practitioners worry about. Bullying is a deliberate, aggressive and repeated action, which is carried out with intent to cause harm or distress to others. It requires the child to have 'theory of mind' and a higher level of reasoning and thinking, all of which are complex skills that most three-year-olds have not yet developed (usually after the age of four along with empathy). Therefore, an outburst by a three-year-old is more likely to be a reflection of the child's emotional well-being, their stage of development or a behaviour that they have copied from someone else.

Young children are keen observers and more likely to copy behaviours, which mimic the actions of others, especially the actions of people they have established a relationship with. These are learnt behaviours rather than premeditated behaviours because children this young do not have sufficiently sophisticated cognition to carry out the type of bullying an older child can do. Unless addressed early, this type of pre-bullying behaviour in young children can lead on to bullying behaviour later in childhood. The fear is that by labelling a child as a bully so early in life we risk influencing negative perceptions and expectations of the child which will impact on their self-image, self-esteem and may adversely affect their long term behaviour. This label can stick with the child for the rest of their life.