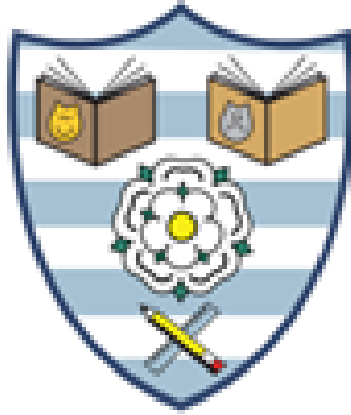




**BIRKWOOD
PRIMARY
SCHOOL**

ANTI-BULLYING POLICY

UPDATED SEPTEMBER 2024

The Birkwood Way is at the centre of our values, vision and everyday practice. We aim to produce leaders; young people who can work both in a team and independently and, crucially, opt to do the right thing. We seek to develop the whole child, harnessing and celebrating each unique talent, strength and personality. Exciting opportunities enable this both inside and outside of the classroom where children are encouraged to show 100% effort, 100% kindness and 100% respect in all they do.

Birkwood is for everyone!

At Birkwood Primary School we want to create a caring, happy atmosphere in which children feel safe and secure and can learn without interference or intimidation from others, in line with our school vision. We aim to deal with each issue individually and personally.

‘Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.’ (DCSF ‘Safe to Learn’)

‘Children with a disability present as a particularly vulnerable group across a range of issues, of which bullying is just one.’

We therefore take bullying very seriously.

The Aims of our Anti-Bullying Policy:

- To develop an awareness of the problems that bullying brings to those who are victims, including E-safety.
- To allow children to talk freely about their problems and give them support.
- To create a school ethos which encourages co-operation, friendliness and care for others.
- To have good communication between home and school.
- To create a structure so that staff know what to do when bullying occurs.
- To constantly work at stopping bullying and to review whether or not what we are doing is effective.

What is bullying?

Bullying is re-occurring action taken by one or more children with the deliberate intention of continually hurting another child, verbally, psychologically, physical in nature or online. It may have racist, sexist, disability or homophobic features. In addition, emotional bullying which can be via social network sites (ie cyber bullying), text messages, voice mails on mobile phones as well as through verbal means such as name calling.

- Bullying is found within all age groups in all educational settings and can happen to anyone.
- Bullying is defined by the intention of the perpetrator and the feelings and experience of the victim.
- Bullying hurts: no-one deserves to be a victim of bullying

A ‘one-off’ incident does not constitute bullying.

Children may not mean to harm another child or make them feel frightened but everyone in school needs to be aware of the effect our actions can have on others. However, some children may wrongly perceive that they are being bullied in order to gain attention or to offset anxieties they have about wider aspects of home or school life. We recognise that these children also need help and support.

Why do some children bully others?

There are many reasons why a child may become a bully. It could be that some children turn to bullying as a way of coping with a difficult situation, a family problem or being bullied themselves. Sometimes they turn to bullying as a way of seeking attention. Whatever the causes of bullying, bullies pick on others to make life better for themselves. They are often not happy and use bullying as a way of trying to become popular and get friends.

What are the signs of bullying?

As a result of bullying, children may:

- Be frightened to walk to and from school.
- Be unwilling to go to school.
- Feel ill in the mornings.
- Begin truanting.
- Show signs of academic achievement declining.
- Behave badly.
- Become stressed and anxious.

Our school procedure for dealing with bullying:

1. All suspected bullying incidents should be taken seriously and investigated thoroughly. Ensure the incident is recorded on CPOMS.
2. Find out as much as you can relating to the incident.
3. Following the investigation, decide if this was a bullying incident (incident report to be completed after Step 3.)
4. If bullying has taken place, take action as soon as possible.
5. Provide support for the person who has been bullied.
6. Make the bully aware of the consequences of his/her actions.
7. The school will take steps to help the bully/bullies change their behaviour.
8. Parents/carers will be informed and asked to come to a meeting to discuss.
9. If the incident is deemed to be intentionally racist then it will also be reported to the Local Authority.

Whenever a child or parent/carer of a child reports bullying, it is taken seriously.

Outcomes

1. A range of sanctions will be applied as the Headteacher deems appropriate in line with our Behaviour and Discipline policy – please see Appendix 1.
2. The bully/bullies may be asked to genuinely apologise; other consequences may take place.
3. In serious cases exclusion will be considered.
4. If possible pupils will be reconciled.
5. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.
6. Cases will be recorded in the Behaviour and Bullying folder in the Headteacher's office.
7. The school reports all incidents of bullying, including type, to the Local Authority.
8. School will then work with the victim(s) and perpetrator (s) using methods of Restorative Practice (if appropriate) to support their needs.

Sanctions

Sanctions have 3 main purposes:

- To impress on the bully that what she/he has done is unacceptable;
- To deter him/her from repeating the behaviour; and
- Send a clear message to other children that the behaviour is unacceptable.

Prevention

Prevention is widespread. Through PSHE, during assembly, in P4C sessions, by reading particular books, by marking special occasions and by inviting special visitors, we thread prevention of bullying throughout all facets of the curriculum and school life. Aspects of personal and social behaviour are taught so that children can:

- Recognise bullying behaviour
- Know that they should speak out
- Have the confidence to do so if they are being bullied
- Know who to speak to
- Feel confident that they will be listened to and supported
- Make children fully aware that bullying is a serious breach of the school rules and will not be tolerated
- Become aware of the protected characteristics and know to respect everyone (Disability, Gender Reassignment, Pregnancy and Maternity, Ethnicity, Religion or Belief, Sex, Sexual Orientation and Age and marriage and civil partnerships)
- Promote fundamental British Values.

Our Golden Rules

1. Always walk when in school
2. Always try your best in all you do
3. Always be kind to each other
4. Always respect everything in school
5. Always use good manners
6. Always work together and listen to each other

Treat people the way you want to be treated! We live the Birkwood way where, 'Birkwood is for everyone!'

Children with Additional Needs

We recognise that particular groups of young people are more vulnerable and therefore at increased risk of bullying. Thus as a school we are extra vigilant to prevent bullying of vulnerable children. The 2010 Department for Education report, "[Reducing bullying amongst the worst affected](#)", states that bullying is more prevalent amongst groups of school pupils with Special Educational Needs (SEN). The report also correlates with data from the report "[Characteristics of Bullying Victims in Schools](#)" (2010). These reports identified that:

- Young people with a Special Educational Need and Disability (SEND) have nearly twice the chance of reporting being continually bullied across the three years of the study.
- The higher the proportion of SEND pupils in a school, the higher the risk of being called names amongst all groups.
- SEND pupils are twice as likely to be made victims of social exclusion by their peers.
- SEND pupils are more likely to have their money or possessions taken and be victims of actual or threatened violence.

Equality

Birkwood Primary School promotes equal opportunity and will not tolerate inequality in any area of the school's life or work. All will be treated with equal worth, respect, kindness and tolerance and given equal access to the curriculum and life of the school. All will have equal opportunity to benefit from all that we offer. Our intention is to develop an ethos in which all will thrive. Diversity and differences will be valued and respected by all and they will contribute to the richness of our school life and learning.

The role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from school. The Governing Body does not allow bullying to take place and any incidents of bullying that do occur are taken seriously and dealt with appropriately.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request. The Headteacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in school. The Headteacher sets the school climate of mutual support and praise for success, when children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The role of the teacher

Teachers in our school take all forms of bullying seriously and intervene to prevent incidents from taking place. They keep their own records of all incidents that happen involving children in their class. If teachers witness bullying, they do all they can to support the child who is being bullied. If teachers are aware of bullying taking place between members of a class, we deal with the issue immediately. This may involve counseling and support for the victim of the bullying and punishment for the child 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 is wrong, and we endeavour to help the child change their behaviour in future. Teachers do their best to support all children in their class and to establish a climate of trust and respect for all by praising rewarding and celebrating the successes.

Half-termly and/or termly whole school assemblies are held to address E-safety with the children, these are then put onto the school website for later reference at home. Annual NSPCC assemblies take place which deal with bullying and keeping safe in addition to Anti-Bullying week work.

The role of parents/carers

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the Headteacher immediately. Parents/carers have a responsibility to support the school's Anti-Bullying Policy and to actively encourage their child to be a positive member of the school.

Monitoring and Review

This policy has been reviewed in light of recent guidance.

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

This policy will be reviewed in September 2026.

Signed _____ Headteacher

Date _____

Signed _____ Chair of Governors

Date _____

APPENDIX 1 – Sanctions

	Behaviour	Sanctions	Actions
Stage 1	Low Level Calling out, interrupting teacher when talking to whole class, interrupting / distracting other pupils, ignoring minor instructions, talking with other pupils, silly noises, pushing in line.	Reminder of right way to behave using our 100% Effort, 100% Kindness and 100% Respect values. Minimal Eye contact Frowns Proximity Reminders Change of seating	Discussion with child about behaviour ~ Reminder of right way to behave. Praise points identified relating to behaviours Allowing 'Reflection time'
Stage 2	Less Serious Wandering about, eating sweets, and not responding to teacher's requests to work. Being more disruptive, deliberately creating a disturbance. General refusal to do set tasks. Accidental damage through carelessness. Dallying. Cheek, off-handed comments. Minor challenge to authority. Annoying other children.	Separation from the rest of the class group / Directing to 'Reflection time'. Writing a letter of apology. Child to stand apart from class group and rejoin when they feel ready to do so. (Mainly in assembly or larger group times) Completing unfinished work at playtime. Individual class sanction system employed, if appropriate.	Discussion with child about behaviour. Reminder of right way to behave. Class teacher speaks to BSLM (Mr Davis) if behaviour is persistent, consider contact with parents/carers.
Stage 3	More Serious Deliberately throwing objects with intention of breaking them/harming someone. Damaging school/ pupil's property. Repeated refusal to do set tasks. Continued or more serious cheek / challenge to authority. Harmful / offensive name calling. Bullying. Swearing.	Exclusion from class. Children lose privileges at the discretion of the Class Teacher. Individual class sanction system employed, if appropriate. Behaviour recorded on CPOMs, if appropriate and persistent. Pupil encouraged with praise and stickers for improvement. Headteacher involvement with pupil and <i>warning of exclusion</i> if misbehaviour continues. <i>Possibility of exclusion.</i>	Recorded on CPOMs, parents/ carers are contacted by a member of staff. Where inappropriate behaviour continues, the child will not be able to attend an event such as a disco or school trip. Class session led focusing on common or recurring themes, if necessary. Restorative conversations. Inclusion Leader/ BSLM consulted.
Stage 4	Very Serious Leaving the classroom without permission. Fighting or intentional physical harm to another child. Throwing dangerous objects. Serious	Requires immediate involvement of Headteacher with child and parents, carers. Telephone call / meeting with parents at end of day (if available) / letter to parents.	Exclusions are recorded in Headteacher's file. Formal contact with parents/carers by Headteacher, parents offered a meeting to discuss behaviour or sanctions, the child will not be able to

	challenge to authority / lack of respect / verbal abuse about or to any member of staff. Vandalism. Stealing. Persistent bullying.	<i>Exclusion</i> for lunch time period(s) / minimum of 1 day, as appropriate - immediate if judged necessary.	attend an event such as a disco or school trip. Possible internal exclusion with agreed member of staff. Inclusion Leader/BSLM consulted. Possibility of involvement of outside agencies and convening an Early Help Assessment (EHA). Restorative conversations.
Stage 5	Extremely Serious Fighting or intentional physical harm to another child. Extreme danger of violence. Very serious challenge to authority. Verbal / Physical abuse to any staff. Persistent bullying. Running out of school.	Parents contacted to collect child <i>Immediate exclusion.</i> Fixed term - up to 5 days.	Possibility of permanent exclusion in future. Possible internal exclusion with agreed member of staff. Inclusion Leader/BSLM consulted. Restorative conversations.

APPENDIX 2 - TYPES OF BULLYING BEHAVIOURS

Behaviour	Personal aspects		Social aspects	Criminal
Verbal bullying Deliberately intended to hurt, intimidate, frighten, harm or exclude or group	- name calling - belittling comments, jokes or verbal attacks based on appearance, disability, home situation, family, race, culture, income, class, religion, faith, sexual orientation or gender - nasty teasing - hurting a person's feelings - sexual harassment - making personal threats		- alienating a person from their friends and social groups - damaging a reputation - excluding and not including in small or larger group activities - spreading rumours - using sexually abusive or suggestive language or images to exclude/harass/intimidate a person or group - ostracising - malicious gossiping	- coercing people or daring them to do illegal acts - inciting others to do dangerous things - inciting hatred towards an individual or group base on faith, race, sexual orientation or towards those with special needs or disabilities - sexual harassment and "sexting" - threats about damaging a person, their family, friends or property, including inflicting physical harm - intimidating telephone calls - Taunting based on faith, race, special needs, disabilities or sexual orientation.
Non verbal bullying Deliberately intended to hurt, intimidate, harm, frighten or exclude a person or group	- intimidation through gesture - hiding, stealing or damaging a personal belongings. - dirty looks - sending written threats		- setting someone up to take the blame publicly - shunning someone – not speaking with or interacting with them	- theft - stalking
Physical bullying - a direct physical attack on a person - an indirect attack on property or belongings	- beating - biting - choking - kicking - punching - shaking - slapping - shoving - urinating	- tripping - spitting - hitting - poking - throwing - ignoring - groping or unwanted touching	Social aspects of physical bullying include embarrassment and public humiliation Group bullying is when a child or young person is outnumbered or picked on in some of the following ways: - blocking the way - forced to participate in initiation rites	- extortion with threats - sexual abuse, sexual violence - threatening with a weapon - using a weapon to inflict harm (assault) - physical assault - stealing 'happy slapping' - criminal damage

			• forced to do unwanted things in front of others • having belongings destroyed, stolen and / or ridiculed • demanding money	
Technological Bullying The majority of verbal and non verbal behaviours can be carried out using new forms of technology therefore technological bullying takes the same form as non-physical victimisation, but without the bully having to confront the victim face-to-face. It is often carried out anonymously and may have wide reach.	Sending threatening or intimidating comments via: • email • text messages • internet forums • making malicious or prank phone calls • instant messaging • internet chat rooms • personal websites • creating web pages which aim to intimidate psychologically and / or physically threaten, or socially damage an individual or group	• taking embarrassing or humiliating pictures or video clips on mobile phones which may also be sent to or shared with others • setting up or contributing to online forums or websites, where users post malicious comments about a person or group • prolonged campaigns of harassment may occur aimed at both students and staff,. • Evidence of strong transition i.e. those who have been bullied can go on to become a perpetrator	• using any of these technological methods to threaten, intimidate or harass an individual or group Flash mobbing at a designated place with malicious intent is a criminal offence.	

APPENDIX 3 - CATEGORIES OF BULLYING BEHAVIORS

Bullying related to race, religion or culture

This 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” Surveys have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Political and social issues also appear to be a factor in bullying and harassment. Research suggests that where black and ethnic minority children experience bullying it is likely to be severe.

Bullying related to special educational needs (SEND) or disabilities

As stated above, children and young people with SEN and disabilities are at higher risk of bullying than their peers. Whether in mainstream or special schools such children do not always have the levels of social confidence and competence and robust friendship bonds that can protect against bullying. Prejudice evident in primary years is resistant to change in secondary years. Schools should ensure that a whole-school approach is taken to deal with bullying related to SEN and disability and it is specifically covered in anti-bullying policies. Where children with SEN and disabilities are perpetrators schools should expect the same standards of behaviour and apply to the rest of the school community. Although children with SEN and disabilities may suffer the common forms of bullying such as name calling they can also be subject to additional forms such as:

- Manipulative bullying where the perpetrator entices the victim to act in a certain way and do something they should not do when they might not be able to recognise that the action is wrong.
- Bullying that exploits a particular aspect of a condition such as sensitivity to sensory stimuli, lights or sound.
- Conditional friendship where the victim is “allowed” to be in the friendship group only on certain conditions which are intended to get the victim into trouble, humiliate them or put them in danger.
- Persistent apparently “low level” bullying with no relief which eventually causes the victim to “snap”. This is common for children on the autistic spectrum who may become very angry when this occurs.
- A hierarchy, based on skills, can develop amongst children with disabilities of various kinds with bullying within the hierarchy.
- High levels of bullying are typical between children with emotional and behavioural difficulties as well as bullying of them by other children.
- Young people with disabilities report being bullied in the street, on the bus and in their neighbourhoods e.g. in shops or public places.

Bullying related to appearance or health conditions

Those with health or visible medical conditions such as facial disfigurement may be more likely to become targets for bullying behaviour. Perceived physical limitations such as size, weight or other body image issues can result in bullying. Obvious signs of affluence or lack of it can also be exploited.

Sexual, sexist and transphobic bullying

Sexual bullying includes behaviour where sexuality is used as a weapon by both genders. It can be carried out to a person’s face, behind their back or by use of technology. Sexist bullying refers to bullying simply because the victim is a girl or a boy, based on singling out something specifically gender linked. Sexist and sexual bullying affects both genders. It may involve name calling, comments, overt looks about appearance or attractiveness, uninvited touching, innuendos, pornographic imagery, badges and clothing or inappropriate sexual material. In extreme forms it may lead to sexual assault or be linked to domestic violence. Transphobic bullying refers to someone thought to be transgender or gender dysphoric.

Homophobic bullying

This is bullying linked to sexual orientation. Young people who are, or who are perceived to be, lesbian, gay or bisexual face a higher risk of discrimination. It is the least likely to be self reported since disclosure carries risks not associated with other forms of bullying.

Bullying of young carers or children in care or otherwise linked to home circumstances

Children may be made vulnerable to bullying by the fact they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers, undertaking practical emotional caring responsibilities face difficulties including ill health, stress and fatigue, especially when they provide care during the night. Children in care may be vulnerable to bullying as they are not living with their birth parents or have fallen behind with their studies.

Environmental and family influences

Young people may be heavily influenced by their communities or homes where bullying and abuse are common features. Bullying at school may arise from trauma or instability at home related to domestic violence. There is a clear link between bullying and domestic violence as both involve an imbalance of power. Children in domestic abuse situations can model the perpetrator's behaviour and become bullies themselves. Bereavement or being part of a refugee family are other instability factors making a child more susceptible to bullying. Siblings of vulnerable children may be the subject of bullying by association.