



Birdwell Primary Anti-Bullying Policy 2025 - 2026



EDUCATE. EMPOWER. INSPIRE.

This policy will be reviewed at least annually, and following any concerns and/or updates to national/local guidance or procedure.

Objectives of this Policy

Birdwell Primary School is committed to providing a safe and inclusive learning environment for all students. We recognize the detrimental impact of bullying on individuals' well-being and academic progress. Our anti-bullying policy is based on the latest research and best practices to prevent and address bullying effectively. This policy outlines what Birdwell Primary School will do to prevent and tackle bullying. The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated. This policy aligns with UK government legislation and best practises to ensure proactive measures are in place to prevent and address bullying incidents effectively.

As a school, we are engaged with The Barnsley Safeguarding Children Partnership's Anti-Bullying Strategy 2022-2025. This strategy provides a framework setting out how Barnsley Council and its partners will tackle bullying and harassment involving Barnsley children and young people in educational and community settings.

Definition of bullying

We define bullying as any repeated, intentional, and harmful behaviour, whether physical, verbal, or psychological, that involves a power imbalance and causes distress or harm to an individual or group. This includes cyberbullying, prejudice-based bullying, and discriminatory bullying.

Bullying can be defined as "behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally". (DfE "Preventing and Tackling Bullying", July 2017)

- Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.
- This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Rude vs Mean vs Bullying (Anti-Bullying Alliance)

- Rude Behaviour is inadvertently saying or doing something that hurts someone else. Rude behaviour is often unintentional and can stem from thoughtlessness, poor manners or momentary lapses in judgement. While it may cause hurt feelings, it is not deliberate in its intent to harm.

- Mean Behaviour is purposefully saying or doing something to hurt someone once (or maybe twice). Mean behaviour is characterised by its intentional nature to cause harm, but it is often isolated or infrequent. It may arise from temporary anger, jealousy or other negative emotions.
- Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is a serious form of mistreatment that goes beyond rude or mean behaviour. It is characterised by the following elements:
 - **Repetitive:** It occurs repeatedly over time, not just once or twice.
 - **Intentional:** The actions are deliberate and meant to cause harm, either physically or emotionally.
 - **Power Imbalance:** The perpetrator has some form of power over the victim, whether it's physical strength, social status or other factors.
 - **Targeted:** It is often aimed at certain individuals or groups, for example, because of race, religion, gender, or sexual orientation.

Forms of bullying:

Bullying covered by this Policy Bullying can happen to anyone. This policy covers all types of bullying including:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

TYPE OF BULLYING	DEFINITION
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our school community:

- Discusses, monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly.
 - Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns of bullying and deals promptly with complaints. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support relevant organisations when appropriate.
- Where it is proven, there can be no justification for bullying and Birdwell Primary School operates a zero-tolerance policy.

Preventing, identifying and responding to bullying

Education and Awareness: We prioritise comprehensive anti-bullying education programs that promote empathy, respect, and positive relationships. These programs are integrated into the curriculum, providing students with the knowledge and skills to prevent and respond to bullying.

School Culture: We foster a positive and inclusive school culture that values diversity, promotes kindness, and encourages students to speak up against bullying. We celebrate differences and actively challenge stereotypes and prejudice.

Peer Support and Mentoring: We implement peer support programs that pair older students with younger ones to provide guidance, support, and positive role modelling. These programs help create a sense of belonging and a supportive network within the school community.

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.

- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- Regularly update and evaluate our approaches to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (including administration staff and lunchtime support staff) and pastoral staff to identify all forms of bullying, follow the school policy and procedures (including recording and reporting incidents).
- Proactively gather and record concerns and intelligence about bullying incidents and issues so as to effectively develop strategies to prevent bullying from occurring. Any incidents of bullying will be recorded on Arbor (in line with our behaviour policy) and trends or patterns will be monitored.
- Actively create “safe spaces” for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos

Reporting and Responding:

- **Reporting Mechanisms:** We have clear and accessible reporting mechanisms in place, allowing students, staff, and parents to report incidents of bullying safely and confidentially. Reports can be made in person or through designated staff members.
- **Support and Intervention:** We provide immediate support to students who have been bullied, ensuring their emotional well-being and safety. Our staff members are trained to respond sensitively and promptly to reports of bullying, taking appropriate action to address the issue.
- **Investigation and Consequences:** All reports of bullying are taken seriously and thoroughly investigated. When bullying is substantiated, appropriate consequences are applied, following our behaviour policy. These consequences are designed to educate, rehabilitate, and prevent further incidents.
- **Restorative Practices:** We prioritize restorative approaches to resolve conflicts and repair relationships. These practices encourage open dialogue, empathy, and accountability, aiming to bring about understanding and positive change

Involvement of pupils

We will:

- Regularly gather children and young people's views on the extent and nature of bullying.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have

Liaison with parents and carers

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.

Collaboration and Community Engagement:

- **Partnerships:** We actively collaborate with parents/carers, external agencies, and the wider community to address bullying effectively. We encourage open communication and involvement, seeking their input in shaping our anti-bullying strategies.
- **Staff Training:** We provide regular training and professional development opportunities for staff members on recognizing and addressing bullying. This ensures a consistent and proactive approach across the school.

Responsibilities

It is the responsibility of:

- School Governors to monitor and review this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community.
- Staff to support and uphold the policy.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Monitoring & review, policy into practice

The Headteacher and designated Lead for safeguarding will report to the Governing body termly all incidents of bullying and will monitor any trends.

The Headteacher and safeguarding lead will complete Section 175 Safeguarding Audit and return to the Local Authority Annually.

The named Safeguarding Governor will be kept informed of any bullying incidents and will include the monitoring of this in visit's to school and include in the monitoring visit report to Governors. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school improvement planning.

Whilst there is little history of bullying at Birdwell Primary School, we believe that one case is one case too many and we believe it is essential to constantly review this policy to ensure we are in a position to strengthen our approach to this issue. We regularly review and evaluate the effectiveness of our anti-bullying policy and practices, taking into account feedback from students, staff, parents, and external stakeholders. This enables us to make necessary adjustments and improvements to ensure a safe and inclusive school environment.

Links with Legislation:

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" 2021 and 'Sexual violence and sexual harassment between children in schools and colleges' guidance.

It also links with:

The Education and Inspection Act 2006, 2011

The Equality Act 2010

The Children Act 1989, 2004

Protection from Harassment Act 1997

The Malicious Communications Act 1988

Public Order Act 1986

The Computer Misuse Act 1990

Behaviour in Schools Advice for headteachers and school staff 2022

It should also be read in conjunction with other school policies

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policy
- e-Safety (Online Safety) and Acceptable Usage Policies
- Curriculum Policies
 - Home / School Agreement

This Policy is available on the school website and hard copies are available upon request from the school office.

Useful Links

Useful links and supporting organisations

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- The BIG Award: www.bullyinginterventiongroup.co.uk/index.php
 - PSHE Association: www.pshe-association.org.uk
 - Restorative Justice Council: www.restorativejustice.org.uk
 - The Diana Award: www.diana-award.org.uk

- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net
- The Restorative Justice Council: www.restorativejustice.org.uk/restorative-practiceschools

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.cafamily.org.uk/media/750755/cyberbullying_and_send_-_module_final.pdf
- DfE: SEND code of practice: www.gov.uk/government/publications/send-code-ofpractice-0-to-25 Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Child Internet Safety (UKCCIS) www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis