



# Anti-Bullying Policy

Bakewell Methodist Academy  
2024 Version 3

Adopted by Full Governors/Committee	FGB November 2013
Minute Number	FGB Minute
Original draft	2013
Review Date by:	Reviewed October 2019 Minute CSCLC 4.1.10.19 Reviewed November 2020 Minute CSCLC 4.10.11.20 Reviewed May 2024 Minute 02.05.24 Next review Spring 20205 Next review Spring 2026

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**Bakewell Methodist Academy is committed to the safeguarding of all the children in its care.**

This policy should be read as part of the school's behaviour policy. It should be available to all pupils, school staff and parents. A copy can be found on our website.

## Introduction

Bullying happens in all schools from time to time. It also occurs out of school. Wherever children come together, there is a potential for bullying. Bullying can cause misery, pain, underachievement and truancy, affecting relationships at home as well as at school. At Bakewell Methodist Academy, we believe that every pupil has the right to enjoy their time here free from intimidation. Our school will not tolerate any form of bullying.

## The Law

The new 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<sup>th</sup> April 2011. It replaces the three previous public sector equality duties for race, disability and gender and also 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.

School are now required to comply with the new Equality Duty.

## Bullying is:

- considered a safeguarding issue
- a deliberate act carried out to cause distress, solely in order to give a feeling of power, status or other gratification to the bully
- repeated over a period of time
- systematically aimed at one child or a group of children

It is accepted it is difficult for those being bullied to defend themselves.

## Bullying behaviour can be:

- **Physical** – kicking, hitting, taking another’s belongings
- **Verbal** – name calling, threats, insults, racist remarks, extortion
- **Indirect/psychological** – spreading stories, ostracising

However, ‘bullying’ is an emotive term that is frequently misused to encompass all forms of aggression and anti-social behaviour between children. Two children squabbling or falling out in some way is **not** bullying. The definition adopted by our school defines bullying as STOP- several times on purpose. This will help children and their parents to identify bullying

It is defined by the DfE as

“...behaviour by an individual or group repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on the grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.”

Our school accepts this definition.

### **Bullying can take place...**

...both in and out of school. We recognise the duty and power of the Headteacher to regulate pupil’s conduct when they are not on the school premises and not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises such as on school or public transport, outside local shops, or in town or village centres.

## Aims:

- Children exhibit a high standard of social behaviour/awareness; understanding that unruly, aggressive and anti-social behaviour is unacceptable and undesirable
- Children have a sound understanding of what constitutes bullying and openly refuse to tolerate any form
- Children have a strong sense of community and can empathise with each other

As a school, we set out to take a pro-active approach to bullying, addressing the need for both preventative and reactive strategies.

## Preventative Steps

- Rewards and sanctions are in place to promote positive behaviour as laid down in our Behaviour policy..

- Co-operative behaviour is encouraged through recognition and praise; the award system rewards pupils for being helpful, thoughtful, kind and caring for their peers as well as for working hard and producing good work.
- Assemblies and collective worship are used to promote the policy using themes such as friendship, conflict and trust.
- Openly discuss differences between people that could motivate bullying
- We aim to create an inclusive environment, where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination
- We aim to celebrate success as a way of creating a positive ethos around the school.
- In the P.H.S.E. Curriculum children are given opportunities to explore bullying issues openly through role play, sharing their own experiences and discussing what they can do to reduce and prevent bullying. Issues are also discussed, as appropriate, as a whole school in assembly.
- Home-school liaison is promoted; parents are involved with their child's education as much as possible. Parents are encouraged to share any concerns with the class teacher at any early stage in order to deal with incidents such as bullying, swiftly.
- Peer Mediators have been trained in Year 5 and children are encouraged to share their issues or concerns with them.
- Vulnerable children will be counselled and provided with a circle of friends.

### Procedure when bullying takes place

- All incidents of bullying (or perceived bullying) will be recorded in the Headteacher's incident log. Any member of staff can fill out a form and bring it to the attention of the Headteacher,

It is inappropriate to have a rigid list of steps that are adhered to; each situation will require an individual response. However, that response will need to be within the broad framework of the behaviour policy.

In the first instance:

- Home and school encourage children to report incidents either to a member of staff, a parent or a close friend.

When bullying takes place:

- Discuss the issue with the children concerned and ensure that incidents are logged appropriately in the Incidents Log.
- The bully/bullies to be reprimanded and appropriate sanctions/support given those involved
- Supporting:
  - Comfort & reassure
  - Manage social/friendship groups to ensure inclusion and support
  - Inform appropriate staff to watch out for
  - reoccurrence Inform parents.
- If bullying persists, inform and discuss with both sets of parents the incidents of bullying in which the children were involved and the course of action that will be taken if the bullying persists further.
- Notify parents that there could be a removal of:

- Play times
- Golden Time
- Club or sporting events
- Trips & excursions due to health & safety concerns
- If there are very serious incidents of bullying (or the bullying still persists) the Governors will be notified that a more serious line of action might need to be taken i.e. fixed term exclusions.

If the bullying is of a serious nature and/or racist in nature then a report form will be completed and submitted to the Local Authority. We have a duty to formally record and report such incidents that we decide are incidents of physical or verbal abuse (including internet abuse) that cause harm or distress to either pupils and/or staff, including: serious and persistent incidents of bullying between pupils, racist incidents, incidents of verbal and physical abuse against school staff.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will consider whether it is appropriate to notify the police or antisocial behaviour co-ordinator in their LA of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.