

# Bosmere Community Primary School



# Anti-Bullying/Cyberbullying Policy

**2025/26**

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<b>Approved by the Committee/Governing Body</b>	<i>Bosmere Primary School</i>
<b>Signature of Chair of Governors/Committee</b>	
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## Our Vision and Values

**“Excellence through engaging and enjoyable learning”**

At Bosmere, our school values underpin our decision making, the culture we wish to create and the behaviours we wish the members of our community to display. Our school values are: RESPECT, RESILIENCE, READINESS. These values are integral to preventing and identifying bullying behaviour and responding to bullying if it should occur.

We are committed to safeguarding and promoting the welfare of pupils and we expect all members of our community to share this commitment.

## Definition

Incidents of name calling, physical violence, intimidation or other unkindness do not, in themselves, suggest bullying behaviour. They are normal peer conflicts which occur as children learn how to mix in society. Bullying is the behaviour of an individual or group, repeated over time, that intentionally hurts another individual or group, either physically or emotionally. We use the acronym STOP to explain the definition to our community:

S – Several

T – Times

O – On

P – Purpose

## The Law

Children Act 1989 - Under the Children Act 1989, bullying should be addressed as a child protection concern where there is ‘reasonable cause to suspect a child is suffering, or is likely to suffer, significant harm.’ Schools may need to draw on the support or advice of external services to support a child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying behaviour

**Criminal Law** - Bullying in itself is not a criminal offence. However, some types of harassing or threatening behaviour, including communications, could be a criminal offence, for example under the Protection from Harassment Act 1997; the Malicious Communication Act 1988; the Communication Act 2003 and the Public Order Act 1986.

Single Equalities Act 2010

Prejudice Related Incidents (PRI) are not managed as other forms of inappropriate behaviour or bullying. Please refer to the school’s Response to Prejudice Related Incidents policy. PRIs are defined as those which contravene the Single Equalities Act 2010. Protected Characteristics are:

**sex, gender reassignment, disability, race, age, marriage and civil partnership, religion or belief, pregnancy and maternity and sexual orientation.**

## Prevention

A range of strategies are employed at Bosmere to prevent bullying.

- High expectations of behaviour, linked to our school values, throughout the learning day.
- Celebrating appropriate and expected behaviours.
- Explicitly taught school values and associated learning behaviours in school assemblies.
  - Regular staff training and updates relating to managing behaviour and identifying and responding to bullying.
  - Time within the school curriculum to develop empathy (circle time, Level 2, ELSA sessions) and a greater understanding of inappropriate behaviours and how this can become bullying (PSHE)
  - Support to improve children's mental health and wellbeing through outside agencies such as: The Suffolk Wellbeing Hub, ELSA, Circle of Friends.
- Safe places to play and learn
- Good adult to pupil supervision ratio throughout the school day.
- Events throughout the school year (Antibullying Week, Safer Internet Day)
- Regular monitoring and evaluation of preventative actions using pupil voice, school council.

## Identification

All reported behaviour incidents are recorded on our schools *My Concern* system. Staff are also vigilant and recognise when behaviour incidents may be signs of bullying (physical, emotional and behavioural) and record this on *My Concern*. As a result, the school is able to track and identify behaviour incidents which may be repeated and intentional and, therefore, be identified as bullying behaviour.

Behaviour incidents that happen infrequently are dealt with following the school's Relationship Policy. Children and families who consider behaviour incidents as becoming frequent should immediately inform their class teacher or a member of the school leadership team. All allegations are taken seriously and investigated.

Unacceptable behaviour which may become bullying if frequent and purposeful include: name calling, taunting, mocking, physical violence, taking or hiding belongings, inappropriate electronic messaging (cyber-bullying), graffiti, gossiping or spreading rumours, ostracising. This is, of course, an inexhaustive list.

## Cyberbullying

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; and even the profile of the person doing the bullying and their target.

In cyberbullying, bystanders can easily become perpetrators – by passing on or showing to others images designed to humiliate, for example, or by taking part in online polls or discussion groups. They may not recognise themselves as participating in bullying, but their involvement compounds the misery for the person targeted.

Cyber bullying is dealt with in exactly the same way as other forms, whether on or off-line. Only the tools and technologies change, not the behaviour of children. The school will seek ways to have devices checked where incidences of cyberbullying have been alleged - for example, asking parents to check their child's phone/alerting external agencies. According to the DFE in the document - *Preventing and tackling bullying - Advice for headteachers, staff and governing bodies July 2017*:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

The Education Act 2011 amended the power in the Education Act 1996:

When an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the headteacher, that staff member can examine data or files, and delete these, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable.

## Responding

Staff regularly provide guidance for pupils on how to respond to inappropriate behaviour and how to report to adults. It is essential that we create an environment where victims feel able to tell an adult what is happening. Staff are trained in active listening and know it is necessary to act promptly.

All identified bullying behaviour is treated as a serious matter. We recognise that resolving incidents of poor behaviour or bullying are learning opportunities and behaviour will not change as a result of punishment alone.

**Stage 1 Response** - Bullying behaviour (Several Times on Purpose) identified.

- Reassure the victim that action will be taken to result in change.
- Speak to the perpetrator. Do they recognise their actions as inappropriate and bullying?
- Restorative Justice discussion (Appendix 1)
- Instruct staff to be vigilant
- Provide an opportunity for the bullying behaviour to stop.

- Inform parents of victim and perpetrator.
- Monitor and review after one week with children and inform parents. Depending on the situation, staff may consider revisiting Stage 1 is most appropriate before moving to Stage 2.

**Stage 2 Response** – Bullying behaviour has not stopped or has re-occurred within a half term.

- Reassure the victim that action will be taken.
- Speak to the perpetrator. Let them know the problem persists and it needs to stop.
- Initiate changes to resolve the situation. This may include: - Changes to the perpetrator's school day, including changing breaks and lunchtimes. - Engaging further with perpetrator's parents. - Consider referral to additional support for perpetrator (ELSA) - Consider involvement of other agencies (Early Help, Social Services, Police)

**Stage 3 Response** – Bullying behaviour has not stopped and is considered chronic and significantly impacting on the targeted pupils' wellbeing.

- Involvement of Police if criminal behaviour is evident.
- Suspension
- Permanent Exclusion

## **Bullying (and Behaviour) off of School Premises**

Teachers have the power and responsibility to discipline pupils for misbehaving outside of school premises to an extent as is reasonable, this includes bullying. In the case of incidents of poor behaviour which occurs out of school and is considered bullying behaviour because it happens frequently over time, the Senior Leadership Team will refer to other agencies where they feel it is appropriate, this includes the police.

### **Advice for Parents**

- Consider the difference between incidents of poor behaviour and bullying.
- Talk to your child calmly about their concerns and listen carefully.
  - Note down your child's concerns. Ask them to be specific.
  - Reassure your child that they are doing the right thing in telling you.
- Guide your child to report to their teacher before you get involved.
  - If your child feels unable to talk to their teacher, or if they feel that nothing has changed after they have informed an adult, calmly inform your child's teacher (perhaps via Dojo) and allow them to take action.
- Keep in touch with the school – Tell them if things improve as well as any problems.

## **Associated Policies**

Relationship Policy.

Prejudice Related Incidents Policy.

CET Policies: Safeguarding Policy. ICT Acceptable Use Policy.

## APPENDIX 1



