



### What is Bullying?

Bullying is the pre-meditated dominance of one person over one other. Not all aggressive or harmful behaviour is considered bullying. It is a pattern of continued, unrelenting hurtful behaviour, physical, psychological or indirect, rather than an isolated incident. The definition of bullying has four essential characteristics:

- The behaviour is **harmful**. Bullying causes short- and long-term negative outcomes for the victim.
- The behaviour is **repeated, persistent and ongoing**. Bullying is not a one-off incident or something that happens a couple of times. It is not a normal part of growing up.
- The behaviour is carried out on purpose with the **intent to cause harm**, fear, or distress to another person. This can be in the form of physical, emotional, psychological, academic or social harm.
- There is a perceived or real **power imbalance** between the children based on factors such as age, physical size and strength, gender, gender identity, ethnicity, intelligence, physical resources such as weapons, social status and popularity, or disability.

### Why is the definition of bullying important?

Bullying is a word often used to describe a lot of different aggressive or harmful behaviours that are not actually bullying. Bullying is one-sided and does not include one-off incidents. Bullying happens within social relationships, involving repeated and hurtful behaviours that stem from a misuse of power.

A clear and shared definition is important so that staff, children and parents / carers can identify bullying and distinguish it from other types of aggression or conflict. It is important that everyone is looking for the same types of behaviours before labelling a person as a bully. Incorrectly labelling a child as a bully can lead to serious and inaccurate stigmatisation. A consistent approach to defining and understanding bullying is also important so that appropriate strategies and interventions can be implemented.

### What are bullying behaviours?

Bullying evolves throughout childhood, so what bullying might look like during the early years can be different to how it might look in older children. It can involve an individual or a group and can be very obvious (such as punching or calling someone names) or hidden (such as rolling eyes at a person or whispering mean things).

Bullying can be in the form of **verbal** (name calling, threatening language, discriminatory comments and insults), **psychological/social** (exclusion from a group, whispering, staring, telling others not to be friends with someone, spreading rumours), **physical** (hitting, grabbing, damaging/hiding another's property) and **cyber bullying** (tormenting, threatening, harassing, humiliating or other targeted behaviour to another child using the internet, interactive and digital technologies, or mobile phones).

Physical bullying is more commonly used by younger children. As children get older, they are more likely to use verbal bullying, psychological/social bullying, and cyberbullying.

### How does bullying make someone feel?

Being bullied is horrible and can make someone feel sad, upset, scared, isolated and alone. A child who is bullied often feels ashamed that they have been picked on and may feel that getting help will only make the bullying worse.

In some cases, a change in a child's behaviour is an indicator of bullying. This could include: interrupted sleep, becoming withdrawn/anxious, not making expected progress in school, feeling ill at certain times in the school week or day, 'loses' valuable possessions, has unexplained cuts/bruises, cries in secret, asks for extra items from home, is unwilling to go to school, refuses to say what is wrong, shows anxiety during transition times at school.

**Bullying is totally unacceptable and will not be tolerated at Buxton.  
The school will respond quickly where bullying is reported.**

### How does Buxton Primary School prevent bullying?

A combination of strategies are used to minimise the possibility of bullying incidents including;

- Regular class discussions e.g. in-class assembly time (circle time), Votes 4 Schools or PSHE sessions to talk about playground behaviour or other friendship issues concerning the children.
- Class contracts of our school / class rules and what is acceptable behaviour.
- Regular reminders of acceptable behaviours during assemblies (celebration assemblies to explain our ARCHER and Growth Mindset values and set out expectations of behaviours).
- Celebration of achievements in assemblies, where positive behaviours are recognised.
- Buxton Buddies supporting other children at play times. These are older children who are trained as Anti-Bullying Ambassadors (The Diana Award).
- Teaching children not to tolerate bullying and know who to speak with if worried.
- Helping children to develop positive strategies and to assert themselves.
- Personal, Social, Health, Economic (PSHE) curriculum and role play linked to bullying and friendship issues.
- Teaching children about keeping themselves safe when using the computer and other technologies (ESafety).
- Taking part in Anti-Bullying learning during Anti-Bullying week annually (Odd socks day, in-class activities).
- Full time Anti-Bullying trained pastoral lead available to support children.
- Teaching children to follow Buxton's Anti Bullying Code:

#### BUXTON'S ANTI BULLYING CODE

If you see someone being bullied;

- **DO let an adult know**
- **DO try and be a friend to the person being bullied**
- **DON'T** rush over and try to solve it yourself
- **DON'T** join in

If you are being bullied;

- **DO tell an adult** (you can use your High 5 hands to help)
- **DO tell your family**
- **DO keep telling people until you feel safe**
- **DO take a friend with you to report it if you want to**
- **DON'T** blame yourself for what is happening

### How does Buxton respond to accusations of Bullying?

- When children mention bullying, the staff member will hold a conversation with the child to identify what exactly has happened. The staff member will listen with kindness and patience.
  - Should the child's information be related to an incident that does not fall under the bracket of 'bullying', the staff member will remind the child of the definition of bullying and will take steps to resolve the incident that has been shared by the child using Buxton's Behaviour Policy guidance.
  - Should the child's information possibly involve bullying, this will be reported directly to the headteacher.

All incidents of upsetting behaviour are logged at school. In most circumstances the headteacher will follow up an incident of bullying with pupils although sometimes it may be more appropriate for the class teacher to do so. The headteacher will follow the procedures detailed in the school's Anti-Bullying Policy and Behaviour Policy.

Any child involved in bullying incidents will be supported by the school appropriately, as detailed in our policies. It is important to remember that all children involved in bullying require support and guidance to stop the bullying and prevent future incidents.

### What should you do if you believe your child is being bullied?

- Do not keep your child away from school if you think they are being bullied.
- Bring your child into school so we can support your child and overcome the difficulties.
- Never confront other children or their parents/carers as this only makes the situation worse and can be very distressing for all the children involved.
- If you think your child is being bullied, inform the school immediately and ask for an appointment with a member of staff.
- If you are not happy with the outcome, make an appointment with the headteacher. Please allow the school time to investigate the problem. But if you are still dissatisfied, implement the complaints procedure (available on the website, along with the anti-bullying and behaviour policies). The school office will tell you how to do that.