

Burstwick Community
Primary School



Branching Out
Into The Community

BURSTWICK COMMUNITY PRIMARY SCHOOL

HEALTHY EATING POLICY

At Burstwick Community Primary School we aim to provide a safe, secure and stimulating environment within which all children feel cared for, supported and happy, where children can achieve highly and let their imagination flourish.

We aim to prepare children for adult life and the world of work through developing an enthusiasm for learning and a willingness to persevere in the face of challenge.

Believe, Unique, Resilient, Safe, Tolerant, Worthy, Independent, Creative, Kind-hearted

We are **BURSTWICK!**

Aims

At Burstwick Community Primary school, we are committed to ensuring that pupils learn in a supportive, caring and safe environment without fear. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this. However, through this policy, we recognise that bullying can happen from and make children's lives unhappy and hinder learning. As such, we aim to work to prevent bullying and, if it does happen, pupils and parents should be assured that they will be supported through a consistent and constructive school response.

Definition:

Bullying is defined as: ***behaviour by an individual or a group, repeated over time, which intentionally hurts another person either physically or emotionally. It can involve the misuse of power by an individual or group towards one or more people.***

People are bullied for a variety of reasons and it can happen to anyone.

This policy covers all types of bullying including:

-  Bullying related to race, religion or culture
-  Bullying related to special educational needs
-  Bullying related to appearance or health conditions
-  Bullying related to sexual orientation
-  Bullying of young carers or looked after children or otherwise related to home circumstances
-  Sexist or sexual bullying
-  Cyber-bullying

Bullying can take many forms but typically includes the following types of behaviour:

- ❖ Physical – e.g. hitting, kicking, spitting, pinching and taking or destruction of belongings.
- ❖ Verbal – name calling, insulting, threats, and offensive remarks.
- ❖ Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending abusive mail, e-mail and text messages and abuse of any kind via social networking sites (Cyber bullying refers to bullying through information and communication technologies).

As a school community, we understand that there are different roles within bullying. We discuss these roles with our children. We also understand that the same child can adopt different roles at different times, or indeed at the same time.

- ✓ **The ring-leader:** The person, who through their social power can direct bullying activity.
- ✓ **Assistants/associates:** Those that actively join in the bullying (sometimes because they are afraid of the ring-leader).
- ✓ **Re-enforcers:** Those who give positive feedback to the bully, perhaps by smiling or laughing.
- ✓ **Outsiders/bystanders:** Those who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour.

- ✓ **Defenders:** Those who try and intervene to stop the bullying or comfort children who experience bullying.

It is important to make the distinction between bullying and friends 'falling out' with each other. Falling out is an inevitable part of a child's life that they need to learn to cope with. A single incident or recurring issue involving conflict – aggression, intimidation or nastiness – is *not always* bullying.

Prevention

At Burstwick Community Primary School, we use a variety of methods for helping children to prevent bullying through the explicit and implicit curriculum.

PSHCE lessons, class and whole school assemblies and circle times explicitly discuss behaviour and bullying and its impact and help to support children in how to deal with bullying behaviour and when and how to seek help.

More implicitly, our school core values of: Believe, Unique, Resilience, Safe, Tolerant, Worthy, Independence, Creative & Kind-hearted; our rules; and the consistent approach to behaviour (See Behaviour 4 Learning Policy), promote good behaviour choices and encourage children to have respect for each other and for other people's feelings, thoughts and property.

Staff regularly discuss behaviour with children and reassure children that staff are serious about dealing with bullying. Staff reinforce expectations of behaviour as a regular discussion both inside and outside the classroom. At all times, particularly during playtimes and lunchtimes, staff are vigilant regarding the interaction and behaviours of individuals and groups of children.

Staff reinforce a general message that children do not have to be friends with everyone, but they must be respectful of everyone else's feelings. One-off incidents of aggressive behaviour or use of discriminatory language will be dealt with in accordance with the wider Behaviour 4 Learning Policy. Children are also supported in building positive peer relationships through the use of our Playground Pals (older children who mediate in minor friendship issues on the playground) and where necessary nurture groups or individual sessions can be arranged with members of our Teaching Assistant team.

Response

Should incidents of bullying occur they will be dealt with according to the following protocol:

- ✓ All children's and parents' concerns around bullying are taken seriously.
- ✓ Incidents of bullying will be investigated, talking separately with all children involved.
- ✓ Concerns will be noted following the school concern procedure and recorded using CPOMS (Child Protection Online Management System) will be completed.

Concerns will be dealt with through a specific process:

1. **Class Teacher:** the teacher will listen to the concerns, conduct an investigation and feedback to all parties concerned.
2. **Senior Leader:** if the situation persists with little to no change over a period of time, a Senior Leader will review the case and may request the involvement of an outside agency to assist.
3. **Headteacher:** if there is no change to the situation, the Headteacher will review the case and make decisions based on all previous information. There are times when the Headteacher may intervene earlier.

All staff are alerted to be watchful of the situation.

Staff should not report an incident as 'bullying', just because children or other adults have chosen to describe it as such. Behaviour not characterised as described above, but serious enough to warrant recording should be reported as a concern and regular reviews of these will allow patterns to emerge should bullying have gone undetected.

- ❖ Those who bully will be subject to sanctions in line with the school's Behaviour 4 Learning Policy and the targets of bullying will receive support from identified members of staff.
- ❖ Adult mediation may be used between the child being bullied and the child doing the bullying to discuss what has happened and how this made the children feel.
- ❖ The target of bullying will be assured that they should immediately report any future incidents and know they will be listened to.
- ❖ The child doing the bullying will also be offered support. There are often underlying reasons why a child displays bullying behaviour and acts in this way, and that needs to be addressed.
- ❖ We will ensure extra supervision and monitoring of the children's behaviour following incidents to check all is well.
- ❖ Parents of both 'parties' will be kept informed of outcomes of investigations and kept 'in touch' until it is felt there is no longer a risk of bullying.
- ❖ In extreme cases the school may involve external behaviour support services.
- ❖ The school also reserves the right to exclude children whose behaviour remains wholly unacceptable – withdrawal of playtime privileges, withholding participation in school activities (e.g. trips or sporting fixtures), fixed term or permanent exclusion.

Involvement of the School Community

It is recognised that bullying has an impact on the wider school community including children who witness such behaviour.

Governors regularly review behaviour and bullying via parental questionnaires and through online consultation. Pupils' views, via the School Council, are also regularly sought.

Bullying Outside School and Cyber-Bullying

This policy relates to children's behaviour when in school, when supervised by staff outside school e.g. when on school trips or at sports fixtures and when in extended school services including breakfast or after school clubs. However, 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.

At Burstwick Community Primary School, the issue of cyber-bullying is explicitly tackled in regularly taught sessions looking at internet safety; however we recognise that this is a fast developing area and that we need to remain vigilant and be prepared to respond to a possible increase in incidents in the future potentially against both pupils and staff. The school has a designated member of the team with responsibility for 'e-safety'.

Parents are reminded that the use of social media should be restricted for children under the age of 13 as per the guidelines and the use of WhatsApp is restricted for children under the age of 16. If parents choose to allow their child access to such media, the school reserves the right to not become involved in incidents regarding the use of any and all social media. This is applicable when incidents are continued in school. This is a 'home' issue and should not involve the school.

The DfE outlines the specific statutory power, held by Headteachers, to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers the power to regulate pupils' conduct when they are not on school premises and are 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 and can be seen as of particular value when dealing with cyber-bullying.

If members of the school community are involved in cyber-bullying against pupils, for example:

- Sending abusive or threatening email or text messages

- Posting malicious or abusive comments on a social media site
- Filming or passing on inappropriate material via mobile phone then the Headteacher does have the power 'to such an extent as it is reasonable to regulate the behaviour of pupils when they are off the school site', which could mean using any of the sanctions as given above or involving external agencies such as the police as appropriate.

It should be noted that dealing with other issues of bullying outside school or school time (when parents and carers are responsible for their own children's behaviour) poses many problems for Headteachers and schools, and will only be considered where actions are continued or impact directly upon relationships and learning in school. Parents will be advised that any and all issues arising from outside of school must be addressed by the parents involved outside of school.

Vulnerable Children and Bullying

We recognise that children regarded as vulnerable due to their home situation, disability, communication difficulty etc., are often more likely to be targets of bullying behaviour. As such, children identified as 'vulnerable', via our child safeguarding procedures each term (see Safeguarding Children Policy) are monitored more closely by staff especially in vulnerable situations such as playtimes or lunchtimes.

Safeguarding

The school is committed to safeguarding and promoting the welfare of all children and staff. We expect all staff and volunteers to share this commitment. Through the construction and writing of policies, we share our commitment; and through our curriculum provision, safeguarding is taught both explicitly (directly) and implicitly (indirectly).

We believe that all children have the right to learn in a supportive, caring and safe environment, which includes the right to protection from all types of abuse. Staff are vigilant for signs of any child in distress and we are confident about applying our safeguarding procedures to avert and alleviate any problems.

Monitoring and Review

Burstwick Community Primary School's Anti-Bullying Policy is monitored regularly by the Senior Leadership Team (SLT), who report to the governors about its implementation and effectiveness. Governors are kept informed via the termly Headteacher Report to Governors.

This policy will be reviewed at least in line with updated government guidance and implemented with immediate effect. This will be communicated to all staff and Governors.

This policy only works if it ensures that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying. This Policy also needs to be read in conjunction with the following policies:

-  Safeguarding Policy
-  Behaviour Policy
-  PSHE Policy
-  SEND Policy
-  Equalities Policy

This Policy will be reviewed at least once every two years (alongside the school Behaviour 4 Learning Policy) as well as if incidents occur that suggest the need for review.

Date agreed: September 2025

Date to be reviewed: September 2027 or as guidance is issued from the Department for Education (DfE), Keeping Children Safe in Education (KCSiE) 2025 and/or Local Authority (LA).

Approved	Name	Signature	Date
Chair of Governors	<i>Mr Andrew Johnson</i>		
Headteacher	<i>Mr Ian Cutts</i>		

Appendix 1

CONFLICT	RUDE	MEAN	BULLYING
Occasional	Occasional	Once or twice	Repeated
Not planned, in the heat of the moment	Spontaneous; unintentional	Intentional	Is planned and done on purpose; is not responsive to provocation
All parties are upset	Can cause hurt feelings; upset	Can hurt others deeply	The target of the bullying is upset
All parties want to work things out	Based in thoughtlessness, poor manners or lack of social communication skills	Based in anger; impulsive cruelty or lack of empathy	The bully is trying to gain control over the target
All parties will accept responsibility	Rude person accepts responsibility	Behaviour often regretted	The bully blames the target
An effort is made by all parties to solve the problem			The targets want to stop the bully's behaviour and the bully does not
Can be resolved through mediation	Social skill building could be of benefit	Needs to be addressed/should not be ignored	Restorative approaches and mediation will be used but the behaviour will also be sanctioned

Appendix 2

Words for When Things go Wrong

 CONFLICT: The people involved do not mean to upset others. Everyone involved wants to fix the problem and make things better. Adults can help us make things better.	 RUDE: Happens sometimes and can make people feel upset or angry. When the rude person knows they have upset someone, they take responsibility. The person who was rude may not understand their actions upset others.
 MEAN: When someone is mean, they are choosing to act in a way that might upset someone. They might do this because they are angry or upset. Being mean makes people feel sad. Adults can help us understand if our actions are mean.	 BULLYING: Bullying happens a lot of times. It is thought about and done on purpose to make someone feel sad or worried. Bullies will be very unkind to the person they are bullying and this can be emotional or physical. Adults WILL help people being bullied and help it stop.