

## Anti-Bullying and Anti-Discrimination Policy

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Model Policy Owner	H Lewis/ J Grinter
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Document History	

### Equality and Diversity Statement

We believe that diversity is a strength, and our aim is to make sure that PACE Academy Trust reflects our communities. We are actively working towards our organisation being a place where everyone can thrive and make their best contribution. We know that the more perspectives, voices, and experiences we can bring to our work, the better.

### UN Convention on the Rights of the Child

**Article 2** - All children have all these rights, no matter who they are, where they live, what language they speak, what their religion is, what they think, what they look like, if they are a boy or girl, if they have a disability, if they are rich or poor, and no matter who their parents or families are or what their parents or families believe or do. No child should be treated unfairly for any reason.

**Article 12** - Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

**Article 19** - Governments must protect children from violence, abuse and being neglected by anyone who looks after them.

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[Appendix 2: Anti-Bullying Posters KS1 and KS2](#)

*The Anti Bullying and Anti-Discrimination Policy should be read in conjunction with the school's Behaviour Policy.*

## Aims of this policy

At Beecholme Primary School, we seek to develop a mutual respect between all members of our community. We value politeness and honesty, and we strive to provide a safe, caring, and friendly environment for all our pupils that allows them to learn effectively, improves their opportunities in life, and maximises their personal development and potential.

Our intention is to ensure that all pupils feel safe in our school and that they have a clear understanding of the issues relating to safety, including bullying and discrimination. Our school values teach pupils the skills necessary to form good relationships that allow them to make the right choices for themselves and others.

All children have the right to learn in a supportive, caring, and safe environment without fear of being discriminated against or bullied.

We want pupils to feel confident in seeking support in school when/if they feel unsafe. We firmly believe that bullying and discrimination is unacceptable, and we do all we can to prevent it, by developing a school ethos in which these behaviours will not be tolerated; we take both a reactive and proactive approach to dealing with discrimination, prejudice, and bullying.

## What is bullying?

There are several ways to identify peer conflict. When a conflict occurs, both people involved have equal power in the relationship and whilst both people are emotional and upset neither one is seeking power or attention. They just happen to disagree.

Bullying, however, is a deliberate act with the intention to hurt, insult or threaten another person. There is an imbalance of power and bullies usually exert control over other people either by intimidating them, insulting them, or threatening them. Bullying is repeated and purposeful and poses a threat of physical or emotional harm.

### **How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?**

- There is a deliberate intention to hurt or humiliate (over time).
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

### **What does bullying look like?**

#### **Bullying may include:**

- persistent name calling, taunting, or mocking
- making offensive comments (e.g. homophobic)
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet

- gossiping and spreading hurtful and truthful or untruthful rumours
- excluding people from groups. Although bullying can occur between individuals, it can also often take place in the presence (virtually or physically) of others who then become the 'bystanders' or 'accessories'.

## **Why are children and young people bullied?**

Bullying may take place for no apparent reason but can be related to perceived 'difference' or vulnerability. Specific types of bullying may include, but are not restricted to:

- bullying related to race, religion, sex, or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

All members of the school community need to be aware of the signs and symptoms of bullying and take immediate action by reporting to the class teacher or a senior leader for investigation. If bullying has taken place, parents/carers may be contacted and asked to attend the school

## **Signs and symptoms of bullying?**

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should investigate when appropriate: (This list is not exhaustive)

- Is frightened walking to and from school
- Changes in their usual routine
- Unwilling to go to school (school phobia)
- Becomes withdrawn, anxious, or lacking in confidence
- Runs away
- Attempts suicide
- Has nightmares or cries themselves to sleep
- Begins performing poorly at school
- Comes home with clothes torn or books damaged
- Has possessions going 'missing'
- Asks for money to take to school
- Has unexplained cuts and bruises
- Stops eating
- Starts bullying others themselves
- Is frightened to say what is wrong

## **Bullying of staff by pupils, parents/carers, or other staff**

The Senior Leaders and Local Governing Board of the school strive to support the emotional health and well-being of the staff in the school and so we believe that all bullying incidents must be investigated. This includes any incident reported by a member of staff of being bullied by a child and/or parent. Members of the school workforce suffering from, or concerned about, bullying can also contact their union or professional association for support and advice. Members of our staff may report their concern via using the procedure set down in our Grievance Policy.

## **What is discrimination and prejudice-related behaviour?**

Discrimination is prejudice-related behaviour: an incident which is perceived by the victim or any other person, to be prejudiced towards an individual due to one of the protected characteristics as outlined in the Equality Act of 2010. These characteristics are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, or sexual orientation.

Discrimination and prejudice related behaviour may be a single occurrence rather than a repeated or persistent pattern of behaviour like bullying. We recognise that just because someone did not intend to offend, it does not mean that the incident did not cause harm. Our response will always aim to educate so that everyone understands the potential harm which can result from such behaviour. Intention is important when considering the actions that need to be taken with the perpetrator, but a lack of intent does not prevent an incident from being considered prejudice related.

We recognise that prejudice-related incidents may take a range of forms, which include but are not limited to:

- use of prejudicial language;
- ridicule and jokes;
- verbal abuse;
- physical assault;
- graffiti or damage to property;
- discriminatory behaviour e.g. refusing to work with a person;
- incitement to behave in a prejudicial manner.

We will investigate, record, and report all incidents, including those that are reported to be unintentional.

## Preventing discrimination and bullying

Our starting point for our inclusive practice is with ourselves: we are working hard to educate ourselves about the experience of those who are different to us. As well as working on ourselves, we have whole school initiatives and proactive teaching strategies that are used throughout our schools to develop a positive learning environment for all. Our preventative work with children starts with teaching children about their rights under the UN Convention on the Rights of the Child. Article 2 of the Convention is non-discrimination: rights apply to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities, or any other status; whatever they think or say whatever their family background.

The action we will take in preventing discrimination and bullying in our schools includes:

- Educating our children about their rights under the UN Convention on the Rights of the Child which include being safe from violence and
- Promoting an inclusive school culture, including inclusive language and materials that reflect various backgrounds and identities.
- Regular Wellbeing lessons with opportunities for open discussion
- Use of reflective discussions and the Zones of Regulation toolkit
- Anti-bullying assemblies – including the involvement from outside agencies such as the NSPCC
- Anti-bullying week/Online Safety week
- An open-door policy, allowing children and parents/carers to discuss issues with class teachers and senior leaders
- Drama/ role play activities
- Playground buddies and friendship groups for children who are experiencing difficulties

- Providing training for staff on recognising, preventing and responding to discriminating and bullying
- Providing support for affected children and staff

## Racism and incidences of racial prejudice

In this policy we set out our determination to tackle discrimination of all kinds including discrimination based on race, ethnicity, or skin colour.

In our schools we use a simple definition of racism with our children:

‘Racism is hating someone, excluding them, or treating them badly because of their race or the colour of their skin.’

Jelani Memory, from ‘A kids book about racism’.

With our older children we will go beyond this simple definition of racism to help them understand that racism requires not only prejudice based on colour, but also societal or institutional power. Such societal and institutional power in this country has historically been held by white people so arguably, black people - lacking that same systematic power – cannot be said to be ‘racist’ in the same way but can be prejudiced or discriminatory.

It is important to recognise that racism can be covert – i.e. ‘the subtle but intentional and harmful attitudes or behaviours towards another person because of the colour of their skin, often disguised by evasive or passive methods’ or overt, i.e. the ‘intentional and/or obvious attitudes and behaviours towards another person because of the colour of their skin’. [Jane Oremosu and Dr Maggie Semple ‘My Little Black Book: A Blacktionalary’]

We believe that all incidences of racial discrimination or racism are unacceptable, and we will take action to address any of these incidences of discrimination in our schools.

## Reporting incidences of discrimination and bullying and how we will respond

In our schools, children and adults should report any incidences of discrimination or bullying to the adult in charge at the time, a Senior Leader or Headteacher. This includes any incidents involving children and any incidents concerning adults in the school. If there is a safeguarding concern these incidents must be recorded on the relevant system. Our senior leaders will take reports of discrimination and or bullying seriously and will investigate these to consider what action to take. Actions may be focused on the perpetrator or perpetrators, the victim, or victims or even a whole cohort/class or school group.

### Staff will:

- Respond promptly and calmly to concerns expressed by pupils
- Show pupils that discrimination, prejudice, and bullying is taken seriously

- Listen carefully and calmly to pupils regarding alleged bullying or discriminatory incidents and record significant incidents (who, when, where and how). The victim and bully should be aware that a written record is being made.
- Inform the Headteacher or a member of the school leadership team (SLT) so that actions can take place and inform other colleagues.
- Treat discrimination or bullying incidents appropriately for each individual circumstance/situation.
- Work with parents to resolve issues and ensure all parties are protected and supported until the issue has been resolved
- Use a proactive approach. - Children are regularly reminded that they should always report any concerns to a member of staff as soon as a problem is identified whether the child is a victim or a 'bystander.' It is not acceptable to be a 'bystander' as this may be seen as condoning bullying or discrimination. If bullying or discrimination is witnessed, it must be reported to a member of staff. The school encourages co-operative play between children throughout the day to reduce opportunities for bullying.
- Anti-bullying posters are displayed prominently in every classroom and around the school (Appendix2)
- Bullying is tackled in PSHE, Relationship and Sex Education lessons, in assemblies and in texts read in English lessons; there is an added focus during Anti-Bullying week.
- At our school, we are committed to creating a safe and welcoming environment where every child feels respected and valued. We actively teach children about kindness, inclusion and respect for all people regardless of their race, background or identity. Through lessons across the curriculum, stories, discussions and whole school activities, we help children to understand the importance of treating everyone fairly and standing up against discrimination and racism.
- Children are encouraged to openly discuss differences between people that could motivate bullying or discrimination. The school also teaches children that using any prejudice-based language is unacceptable. This is covered as part of our trusts approach to equality and diversity.

If it is identified that the bullying has taken place, staff will use a restorative approach to improve relationships between victim and bully and report to the appropriate people if necessary. All records are covered by the school's Data Protection Policies and Processes.

Parents are informed. Both parties are supported to bring the situation to an end. A record is started within school, making clear the implications of the incident being repeated and being labelled bullying. The teachers and leaders are responsible for keeping a record of bullying incidents and will report back to the Senior Leadership Team/Headteacher. All members of staff use this policy as guidance and, where required, will develop an individual behaviour plan to change bullying behaviour.

Ending the bullying is essential; however, we recognise that a child who engages in bullying behaviour needs help to change their approach and reflect on their behaviour. When required, the advice and expertise of outside agencies will be sought. Where the need arises, LA guidelines for suspension and exclusion will be followed.

### **Advice/Support for staff when tackling bullying or discrimination:**

- Talk to the child who has been affected; find out what happened and how it made them feel. Encourage a ‘telling’ culture.
- Talk to all other children involved individually – try to identify any underlying issues and emotions. Ask them how they think the other child is feeling and get them to explain what they could do to help change this. Use Zones of Regulation toolkit as a starting point.
- Give the ‘perpetrator’ a specific task e.g., write a letter of apology.
- Talk with the ‘victim’ about the actions taken. Teach them to use their personal power to deal assertively with children who confront them in future, using a firm tone and ‘I feel’ statements.
- Supervise the apology/ hand over of the letter/ agreement of future actions, ensuring that the apology is genuine and that the victim feels safer as a result.
- Set times and dates to follow up on the incident and ensure that the situation has been resolved. For serious incidents, these would be daily, weekly, half-termly until it is resolved for good.
- Consider asking an older child to act as a ‘buddy’ to the victim.
- Ensure parents are communicated with effectively.

### **Advice/Support for staff in the event of cyber-bullying:**

- Advise the child or young person not to respond to the message.
- Refer to relevant policies including ‘online-safety’ and ‘acceptable use’ policies. (AUP)
- Secure and preserve any evidence.
- Notify parents of the child or young person involved.
- Consider informing the police, depending on the severity or repetitious nature of offence.
- Consider reporting to outside agencies such as: National Bullying Helpline.
- Inform the DSL and any other staff that may need to be notified.
- Inform and request the comments be removed if the site is administered externally.
- Determine whether the incident needs to be referred to CEOP.

Staff within PACE frequently remind children that if they are experiencing online bullying or something else online has worried them that they must speak to a trusted adult. If the child does not want to speak to a trusted adult they can talk to Childline at any time on 0800 1111 or at [www.childline.org.uk](http://www.childline.org.uk) or make a report directly to [CEOP](#).

### **Advice/Support for children when tackling bullying:**

Please see Appendix 2: Anti-Bullying Policy Posters for Pupils KS2 and KS1 versions.

### **Advice/Support for parents when tackling bullying or discrimination:**

Parents have a responsibility to support the school’s anti-bullying policy and to actively encourage their child to be a positive member of the school community. Parents can help immediately if they feel there is potential for a situation to lead to, or may have already become bullying by:

- Discussing the matter sensitively with the child.
- Sympathising, listening carefully and try to calmly find out what happened.
- Reassuring the victim that the bullying will cease.
- Encouraging the child to talk to an adult at school.
- Informing the school and discussing the matter with the class teacher or senior member of staff. (It is neither appropriate nor acceptable to take matters into your own hands, i.e. approach the ‘bully’ at school or parents).

## **Ways to contact the school in when there are concerns about bullying:**

- Speak to your child's class teacher at the beginning and the end of the school day.
- Email or phone the school office and ask for an urgent appointment to speak to your child's class teacher - do not wait as the school is eager to resolve the issue as quickly as possible. The class teacher will call you back as soon as possible.
- If the class teacher has not resolved the incident, call the office to make an appointment to speak to a leader or a member of the senior leader.
- If the matter remains unresolved, make an appointment to see the Headteacher.

## **Roles and responsibilities**

### **The Senior Leaders/DSL**

Their responsibilities are:

- Implementing the policy, monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents and reporting to the necessary establishments
- Coordinating strategies for preventing bullying behaviour
- Use a restorative approach to support resolving issues
- Undertake termly audits of reported incidents to look for patterns and support avoiding incidents happening in the future

### **Staff**

All staff in our school:

- Take all forms of bullying and discrimination seriously.
- Are vigilant and aware of the signs of bullying.
- Will intervene to prevent incidents from taking place.
- Will address bullying and discrimination through the curriculum.
- Endeavour to establish a climate of trust and respect for us all.
- Distinguish between friendship issues, aggressive behaviour, and bullying.
- Reinforce the British value of mutual respect and tolerance for all.
- Reinforce the United Nations Convention on the Rights of the Child – to ensure all children are protected from harm



## Appendix 1: Anti-Bullying Posters KS1 and KS2



**B**  
Beechome

### Anti-Bullying policy for pupils

#### What is bullying?

Bullying is when someone **deliberately** sets out to hurt another person and does it over and over again.

Bullying can include:

- Saying something unkind
- Name calling
- Scaring someone
- Physically hurting someone

Bullying can happen anywhere, even online.

What should I do if I'm worried about bullying?

Always talk to your teacher (or any adult in school) straight away if you are worried about anything.

LET'S TALK

I'M HERE to LISTEN

The poster features a grid background with a blue and yellow design. It includes a thinking person icon, a laptop with a 'CYBER BULLYING' warning, and a smartphone with a lightning bolt icon. The text is presented in various colors and fonts to engage young readers.



## Anti-Bullying policy for pupils



### What is bullying?

Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumors, threatening or undermining someone. It can happen anywhere - at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.



### Should I tell a teacher?



Yes. You can speak to any adult in school if you are worried about bullying. They will:

- Talk to you to find out more
- Talk to the other child (or children) who are involved
- Talk to any other adults in school that can help.



### Should I tell my parents or carers?

Yes. Make sure you speak to an adult in school as soon as a problem happens but it's always good to talk to your adults at home about any problems you are having at school.

### What will happen if I tell? Will things get worse?

Telling your teacher will help sort the problem out.

- If you do 'tell' and you are being bullied, the teacher will ensure that the other child or children do not make things harder for you
- If the other child or children come back and are unkind to you or say something about you telling you must tell your teacher again straight away.
- The teacher will also be talking to the other child/children and their parents to make sure that they understand that their behaviour is unacceptable and needs to stop.
- You will be asked what you think should happen next and if you are happy that the issue has been resolved.

**Stand up for what's RIGHT-**

# SAY NO TO DISCRIMINATION!

*Discrimination harms everyone; let's be kind!*

**What is Discrimination?**

Discrimination is when someone is treated unfairly because of who they are – like their skin colour, religion, gender, or if they have a disability (which is physical or neurological).

Even if someone didn't mean to hurt another person, it can still cause harm.

**What it can look like:**

- ✓ Being kind and including others
- ✗ Teasing, name-calling, or not working with someone
- ✗ Jokes or comments that hurt others

**What to do:**

- Speak up if you hear or see discrimination.
- Be an **upstander** – not a bystander.
- Talk to a teacher or adult you trust.
- Help everyone feel safe and respected.

**DIFFERENT IS NORMAL.  
FAIR IS RIGHT.  
KIND IS COOL!**

1 / 1

kindnessmatters



# We are all different, and that's GREAT!



**Be kind to everyone.**

**If someone is being unkind or unfair –  
tell a grown-up.**

**Everyone is welcome!**

**It's okay to be  
different –  
that's what makes us  
special!**

**Include everyone in your  
games and learning.  
- You can play with us!**

**Kind Hands, Kind words, Kind Hearts.**