



# Bevendean Primary School

## Anti-Bullying Policy

This policy was adopted in **July 2011**

This Policy is due for review in **September 2020**

### Rationale:

At Bevendean Primary School we have a 'zero tolerance' approach to bullying. We are determined in our aim for our community to 'Say No' to bullying in any form and to refuse to become bystanders to or reinforcers of any bullying actions. We want children to develop the trust and confidence to be able to report incidents to adults in the school in the knowledge that they will be dealt with appropriately. We recognise that every member of our school community is responsible for our goal to keep Bevendean bully free.

### Purpose:

- All Governors, teaching and non-teaching staff, pupils and parents / carers should have a shared and clear understanding of what bullying is.
- All Governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils, parents / carers should know what the school policy is on bullying, and what they should do if bullying arises. All parents / carers and children will be assured that they will be fully supported if and when bullying is reported.
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### What is Bullying?

Our agreed school definition of what bullying is:

#### **Bullying is ...**

When one or more people repeatedly choose to hurt someone physically or emotionally. This continues to happen even after they have been asked to stop or it is clear that the person is upset.

*Bevendean Primary School – School Council, November, 2016*

Bullying is **intentional** and **over time** nature of bullying which has the impact on the emotional and mental health of the victim and is what makes bullying different from a one off act of unkindness. (Unacceptable behaviour which is not judged to be bullying is dealt with through our

behaviour policy). Incidents involving 2 or more children intimidating another child will be logged as bullying.

Incidents which may lead to bullying might take the form of:

- Emotional: being unfriendly, excluding, tormenting e.g. hiding books, threatening gestures etc.
- Physical: pushing, kicking, biting, hitting, punching or any use of violence
- Racial: racial taunts, graffiti, gestures
- Homophobic: focussing on the issue of a person's sexuality

Direct or Indirect Verbal: name calling, sarcasm, spreading rumours, teasing

- Online-Bullying: all areas of internet, such as email, social media etc.

### **Guidelines:**

#### **Definitions and Vocabulary taught**

One-off incidents take place throughout the school day / week that require following up with, mediation and resolution. The school will ensure that all children and staff have a clear understanding of the incidents that may lead to bullying. These are:

- Banter: good humoured; when it is intended for everyone to have fun; when everyone participates equally; when there is a balance of power.
- Mean Moments: when someone is hurt; done on purpose; reactions to a strong feeling or emotion; done without provocation; a one-off.
- Conflicts: very common; when a disagreement occurs; when no one is having fun; when a solution can be found, so ask an adult for mediation.
- Teasing: good humoured or a mean-moment; when it is intended for everyone to have fun or cause harm; when there is a balance of power or an imbalance of power.
- Bullying: when someone is hurt; done many times; an imbalance of power; done on purpose; done without provocation; several times on purpose

At Bevendean we are proud to be an inclusive school as our school motto shows.

### **A place for EVERYONE to succeed and thrive.**

We welcome children from different backgrounds, and with different behaviour and learning needs. Some of these children are in our mainstream classes: but we are also pleased to have the successful facility for deaf and hearing impaired children, some of whom have additional difficulties, based at our school. These additional difficulties include:

- learning difficulties
- autistic spectrum
- emotional and behaviour
- visual impairment

- physical disability

We believe that this diversity within our school population is really positive as it helps children to understand and respect difference and to grow as well rounded, emotionally aware individuals. However it can also mean that we will be working with children who:

- find it more challenging than others to follow our school rules appropriately
- who may not always understand the impact of their behaviour on others
- and who may respond differently to intervention – all children respond differently and may require individualised intervention to best support their understanding

Our policy needs to be flexible enough to meet the needs of all our children.

### **Vulnerable groups**

We recognise that some groups of children are especially vulnerable to being bullied. This may be about their ethnic backgrounds, family make up or religion or because they have a disability or special needs. These are children with protected characteristics (Equality and Diversity Duty 2011).

There are some children (often those with specific special needs) who may find it hard to recognise that they are being bullied or talk about bullying if they see it happen. Our staff are especially vigilant with all vulnerable children.

### **What do we do to stop bullying happening?**

We are proud of our children's understanding of bullying and their support for making our school bully free. They recognise that bullying does sometimes happen, the difference between bullying and one off falling out and are increasingly confident to talk up when they see bullying happen (becoming defenders). Our Aim is to increase parents / carers understanding of bullying too.

They also recognise that bullying sometimes happens to children because of their 'protected characteristics'. We call these prejudice based incidents.

The feedback from the children is that bullying happens rarely and that when it does the school deals with it well.

We tackle bullying in all its forms in three ways: our curriculum, in the way we respond to and record incidents and our use of Restorative Justice.

#### **1. Curriculum**

We aim to help all children to be able to deal with bullying through our 'SEAL (social and emotional aspects of learning)', 'PSHE (personal, social and health education) 'and RE (religious education) curriculum and through special assemblies and circle time. These help children to:

- To develop positive, responsible attitudes.
- Discuss friendship issues and help them to find peaceful solutions to problems.
- Develop respect for each individual and for themselves
- Help children to understand the differences between 'bullying' and normal rows and disagreements.
- Know what to do if they or someone they know is experiencing bullying.

If a child has been bullied we work with them on protective behaviour to help them develop resilience and strategies which will support them in future relationships.

We take part in the 'anti bullying week' activities in the Autumn term each year; this includes KS2 children completing the online 'Safe at School 'survey. The outcomes from, this as well as other forms of consultation, including consultation with children, guide our future work.

## 2. Responding to and recording bullying and prejudiced based incident incidents:

In collaboration with parents, staff and children we have agreed a pathway for reporting, investigating and resolving bullying incidents. This is led by our Senior Learning Mentor. This pathway is displayed in all classes.

We have an agreed definition of bullying and an anti-bullying charter. This is displayed in all classes and sent home to parents.

### 2.1 Responding to a report of bullying

It is important that children who feel they are being bullied are listened to and that appropriate steps are taken to resolve the situation. Given the nature of bullying the exact details of what is happening can often take a long time uncover. This is why our Senior Learning Mentor (who does not have a class based responsibility) leads on all investigations.

Once they receive a report (from an observer, a child who feels they have been bullied or a parent) a record will be made and she will follow the agreed pathways keeping in contact with parents at all points. Using our definition of bullying as a guide, they will make an assessment made about whether the behaviour constitutes bullying and add this outcome to the initial record.

These records are used for the following purposes:

- To monitor for emerging patterns within the log of isolated incidents that may present with bullying type behaviours, but are judged to be one off occurrence.

- Manage individual cases effectively.
- Identify and track individuals and group patterns of behaviour and develop effective interventions and prevention strategies.
- Produce reports, monitor and evaluate the effectiveness of strategies.
- Demonstrate defensible decision making in the event of complaints being made.
- All incidents are logged using Cpoms and the appropriate members of staff receive and email alert.

There may be times when the professionals do not think the behaviour constitutes bullying (maybe when a child with additional needs is the perpetrator). However, we recognise the impact of the behaviour on the individual and the incident will still be recorded.

All incidents of bullying will be recorded and reported annually to the governing body and Local Authority termly. They are analysed by our Senior Learning Mentor to identify any patterns which would indicate any groups of children are being disadvantaged.

## 2.2 Dealing with a prejudiced based incident

A prejudiced-based incident is a one-off occurrence which is perceived by the victim or any other person, to be motivated by hostility, prejudice or ignorance, based on a person's perceived or actual ethnicity, gender, disability, religion, beliefs, sexual orientation, or gender identity or their association with someone from one of these groups. These can also include indirect prejudice driven behaviour that is not targeted at one individual.

All incidents of prejudice based behaviour are reported to our senior learning mentor who will investigate in the same way as other types of bullying behaviour.

All prejudiced based incidents will be recorded and reported to the governors and the local authority. The Local Authority only require bullying incidents / numbers and the category.

## 2.3 Restorative justice

The school uses Restorative Justice Intervention to address the experience, understanding and needs of the victim, the perpetrator, bystanders and the wider school community. All affected parties are brought together to reflect on the incident, discuss feelings and repair any damage that may have been caused. This approach also helps to develop resilience in our children.

## 2.4 Support for Vulnerable Pupils

The school offers an additional lunch time provision called Lunch Bunch, offering places for pupils identified by school staff based on their personal / individual circumstances. This is managed by

the Senior Learning Mentor and a Senior Member of staff. Children are referred to Lunch Bunch by their class teacher, Learning Mentor or Midday Meal Supervisor. The criteria for referring are:

- high tariff children
- vulnerable children who require a more quiet / calm space to play during the lunch time
- children identified as having concerns about managing positive relationships in the playground
- children requiring support with social skills
- unwell children i.e. been advised to stay out of the cold (not sick children!)

There will be a strong emphasis on developing positive behaviours, manners appropriate social skills when in Lunch Bunch. The school will monitor the impact this is having on the main school playground, the transition from lunch time (Lunch Bunch) to the classroom and the number of children on lunch time detentions.

#### Appendix 1: School Anti-Bullying Poster

SOMETIMES CHILDREN FIND IT DIFFICULT TO GET ALONG AND THE THINGS THEY DO AND SAY TO EACH OTHER CAN CAUSE UPSET. IF YOU FEEL UPSET, YOU SHOULD ALWAYS TALK TO AN ADULT SO THAT CAN HELP YOU STOP IT. THIS POSTER CAN HELP YOU WORK OUT WHAT TO TELL THEM.

Banter is ...

- ⊕ good humoured
- ⊕ when it is intended for everyone to have fun
- ⊕ when everyone participates equally
- ⊕ when there is a balance of power

Mean moments are ...

- ◆ when someone is hurt
- ◆ done on purpose
- ◆ reactions to a strong feeling or emotion
- ◆ done with or without provocation
- ◆ a one-off

Teasing is ...

- good humoured or a mean moment
- when it is intended for everyone to have fun or cause harm
- when there is a balance of power or an imbalance of power

**STOP  
BULLYING  
NOW**

**STAND UP • SPEAK OUT**

Conflicts are ...

- very common
- when a disagreement occurs
- when no one is having fun
- when a solution can be found, so ask an adult for mediation
- when there is a balance of power

**BULLYING IS ...**

- ⚡ **WHEN SOMEONE IS HURT**
- ⚡ **done many times**
- ⚡ **an imbalance of power**
- ⚡ **done on purpose**
- ⚡ **done without provocation**
- ⚡ **several times on purpose**