



Bevendean Primary School and Nursery

Anti-Bullying Policy

This policy was written in **November 2024**

This Policy is due for review in **November 2025**

1 Aims and Objectives

At Bevendean Primary School & Nursery bullying is unacceptable and can have a detrimental effect on children's mental well-being and achievement now or in the future. We therefore do all we can to prevent it, by developing a school ethos in which bullying is not tolerated under any circumstances. This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make the whole school community aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention of bullying in our school.

2 Our School:

- Discusses, monitors and reviews our Anti-Bullying Policy on a regular basis taking into account government / Local Authority guidance and the views of our school community
- Supports staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils follow by the anti-bullying policy.
- Reports back to parents/carers regarding their concerns on bullying and deals effectively with these concerns. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.

3 A Definition of Bullying

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist and most of these definitions have three things in common which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour
- It is usually repeated over time
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

To support our pupils remember this we use the acronym, STOP.

S	–	Several
T	–	Times
O	–	On
P	–	Purpose

See Appendix A

3.1 Forms of Bullying

Bullying behaviour can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

Physical - by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do.

Verbal – by being teased in a nasty way; insulted about something that makes them different; called names in other ways or having offensive comments directed at them; threats or belittling.

Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups, mean or 'dirty' looks.

Online Bullying – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

3.2 Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- 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, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances.

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Upstanders, who try and intervene to stop the bullying or comfort pupils who experience bullying.
- Victim – the person whom the bullying behaviour is directed towards

* children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a ‘reinforcer’ might become a ‘upstander’ when the ringleader is not around.

We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the victim.

At Bevendean Primary School & Nursery, we encourage the bystander to get involved and not just watch and collude, to report incidents or support someone getting bullied.

We also understand that at times, children disagree, argue or fall out. We work with our whole school community to ensure that there is a shared understanding of what is bullying and what at other times might be a mean moment, conflict, teasing or banter. We use the poster in Appendix A to reinforce this.

4. Preventing, Identifying and Responding to Bullying

To prevent and identify bullying we will:

- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Promote issues of equality in-line with the equalities policy
- Actively provide systematic opportunities to develop pupils’ social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, assemblies, through peer support, Circle Time, Anti-Bullying Week, Year 2 and Year 5 Buddy system, Learning Mentor / ELSA sessions and through the School Council.
- PSHE lessons that dealt with bullying (some of these lessons are directly about bullying and others more indirectly tackle how we treat each other).
- Deaf Awareness assemblies, deaf children integrating into afternoon lessons and reverse integration to develop children’s understanding of difference and deaf awareness
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Remind pupils that the behaviour expectations inside school apply on the way to and from school, in the park and when online.
- The work of the Learning Mentor and ELSAs ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- Ensure students know how to express worries and anxieties about bullying.
- Regularly canvass children’s views on the extent and nature of bullying.

To respond to bullying, we will:

- Keep parents / carers informed of their child's role in the bullying and the stages / processes that will follow
- Ensure that the victim is reassured that the school will do all that it can to prevent the bullying from reoccurring and offer support to students who have been bullied.
- Work with classmates / peers to encourage them to be upstanders and speak up if they see bullying behaviour
- Give the victim a safe space to go if they are concerned at lunch or break times
- Issue sanctions or consequences as appropriate and in accordance with the Behaviour Regulation Policy.
- Work with the children who engage in bullying behaviour; supporting them to understand the impact of their actions and using a restorative approach to repair relationships and ensure that the behaviour does not continue.
- Ensure students know how to express worries and anxieties about bullying and understand the acronym STOP:

S	–	Start
T	–	Telling
O	–	Other
P	–	People

5. Liaison with Parents and Carers

We will:

- Ensure that parents / carers know whom to contact if they are concerned about a bullying issue.
- Keep parents / carers informed of Anti-Bullying work that we are doing in school.
- Inform parents / carers if their children have a role in bullying behaviour

6. Responsibilities

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.

The Role of Governors

- School Governors to take a lead role in monitoring and reviewing this policy.
- The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly.
- The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Role of the Head teacher

- To communicate the policy to the school community.
- To implement the school anti-bullying policy and to ensure that all staff (both teaching and non-teaching) know how to deal with incidents of bullying.

- Reports to the governing body about the effectiveness of the anti-bullying policy on request. Monitors the bullying log, analysing frequency, age, class of children being bullied. They will also look to identify any common themes of victims e.g. gender, race, faith.
- The Head teacher ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- The Head teacher sets the school climate of mutual support and praise for success, to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- To ensure that this policy is available upon request to anyone and is also on the school website.

The Role of all staff

- To take all forms of bullying seriously, and intervene to prevent incidents from taking place. Ensure that there is a record of all bullying incidents that happen
- If a member of staff witnesses or is aware of bullying behaviour on the way to or from school or online, they must inform a member of SLT or a Learning Mentor.
- Do all they can to support the child who is being bullied and follow the school's policy on Anti-Bullying
- Staff routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management
- Teachers ensure that Online Safety lessons are taught and give children the tools to protect themselves when online.
- Teachers support all children in their class and establish a climate of trust and respect for all. Praising, rewarding and celebrating the success of all children and aim to prevent incidents of bullying.

The role of Parents / Carers

- To encourage their children to be an upstander and speak up if they witness or are aware of bullying behaviour
- Contact the school if they are aware if their child in being bullied or has any role in bullying behaviour
- Always go through the school to deal with any problems related to bullying in school and not speak with other parents / carers directly

The role of pupils

- Be an upstander and say stop to any bullying behaviour they witness
- Tell an adult if they are a victim of bullying behaviour
- Talk to a trusted adult if they are concerned that they have any role in bullying behaviour
- Be open and honest in any conversations around bullying behaviour in school
- Participate in and engage with anti-bullying activities that we do in school
- Help to prevent bullying at Bevendean Primary School & Nursery

7. Monitoring and Review

This policy is monitored on a regular basis by the Head teacher and PSHE lead; the Headteacher then reports to governors about the effectiveness of the policy on request.

Other stakeholders will be involved in the review of this policy e.g. parents / carers or pupils.

The governors will review the anti-bullying policy's effectiveness annually. They do this by examining the school's bullying log as presented in the termly Safeguarding Report, and in discussion with the Headteacher.

APPENDIX A

