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**Bevington Primary School**

**Anti-Bullying Policy**

**September 2019**

# 1. Introduction

## 1.1 Our Shared Values

At Bevington we firmly believe that every child in our care has the right to feel safe, secure and happy in school and in all school activities. We recognise the seriousness of all forms of bullying and the deeply damaging impact it can have on those involved. We recognise the value of talking about bullying and of equipping everyone with strategies for dealing with bullying should they encounter it.

## 1.2 Aims and Objectives of this Policy

This policy outlines what our school will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

We do all we can to prevent bullying, by developing a school ethos in which bullying is regarded as unacceptable. This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim, as a school, to produce a safe, supportive, caring and secure environment where all can learn without anxiety or fear of being bullied by:

- Creating an atmosphere in which children feel safe and are supported by teachers, all adults and their peers
- Developing a partnership with parents where both home and school work together showing good manners and respect for other people
- Supervised playtimes, classrooms, cloakrooms and corridor
- Consistent implementation of our school values in the playground and classroom
- Building a sense of individual identity and worth
- Developing empathy and high self esteem
- Ensuring the rights of all children are met
- Making sure all children are valued and their needs are met through the academic and pastoral curriculum
- Promoting positive behaviour and self-discipline through our behaviour for learning policy
- Promoting concern and respect for others through our caring ethos and curriculum
- Advising children/adults to “tell someone” and not tolerating bullying behaviour
- Having clear processes and procedures for dealing with and recording any incidents
- Ensuring children, staff and parents are informed of incidents
- Supporting all parties involved including both the “victim” and the “bully”
- Motivating children to want to be part of a caring school community and change negative behaviours

## 1.3 Definition of Bullying

Bullying is behaviour by an individual or a group, repeated over time, which intentionally hurts another individual either physically or emotionally.

The key characteristics that turn unkindness into bullying are:

- That it is repeated and goes on over time.
- That it is deliberate and not accidental and the bully knows that the other person is upset.
- That it involves the person doing the bullying having some sort of power over the person

experiencing bullying.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, excluding people from groups and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyber-bullying) such as the sending of inappropriate messages by phone, text, email, instant messenger, through web-sites and social networking sites, and sending offensive or degrading images by phone or via the internet.

#### **1.4 Forms of Bullying covered by this Policy**

People are bullied for a variety of reasons and 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 or disability
- 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

This policy also covers the bullying of school staff, by children, parents or other staff. There is no hierarchy of bullying and no form of bullying is tolerated at our school. We encourage and support all members of our school community to report bullying and are committed to finding solutions that work.

## **2. Roles and Responsibilities**

### **2.1 The Role of our School Community:**

As a community, we ensure that we:

- Support all staff to promote positive relationships and identify and tackle bullying appropriately.
- Ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Report back to parents regarding their concerns on bullying. Parents/ carers in turn work with the school to uphold the anti-bullying policy.
- Seek to learn from good anti-bullying practice elsewhere and utilises support from the Local Authority and other relevant organisations when appropriate.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through peer support and through the School Council.
- Canvas children and young people's views on the extent and nature of bullying.
- Involve pupils in anti-bullying campaigns in school.
- Publicise the details of help-lines and anti-bullying websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **2.2 Our Whole School Approach**

Our approach to tackling bullying is both preventative and reactive. We design our PSHE curriculum with the aim of developing self-awareness, personal management of feelings, motivation, empathy and social skills in all our children. We actively teach children strategies for developing skills which create positive relationships and the necessary skills for identifying and coping with potential bullying behaviour. Our School Council are involved with Anti-Bullying events as a voice for pupil's around the school.

There is regular training for children, staff and parents on E-Safety and the dangers of cyber-bullying. This growing area of concern is also addressed through our PSHE and Computing curriculums.

## **2.3 The Role of Governors**

The governing body supports the Headteacher in all attempts to eliminate bullying from Bevington. This policy statement makes it very clear that the governing body does not tolerate bullying in our school, and that any incidents of bullying that do occur will be taken seriously and dealt with according to the school procedure.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Headteacher 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 governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

## **2.4 The Role of the Headteacher**

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Headteacher:

- reports to the governing body about the effectiveness of the anti-bullying policy on request.
- ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at Bevington.
- ensures that all staff receive training regarding bullying.
- sets the school climate through the Bevington School Values and through mutual support and praise for success, so 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.

## **2.5 The Role of Other Staff**

Teachers aim to establish a climate of trust and respect for all by praising, rewarding and celebrating the success of all children. In addition, staff at Bevington take all forms of bullying seriously, and

intervene to prevent incidents from taking place. Incidents of inappropriate behaviour will be dealt with according to the Behaviour for Learning Policy. If the member of staff perceives that it may be an incident of bullying s/he will report it to the class teacher. Class teachers will also log incidents reported to them by children and their parents. Section 3 sets out the detailed process which staff follow should they feel that bullying has taken place.

## **2.6 The Role of Parents**

Parents who are concerned that their child might be being bullied or who suspect that their child may be involved in bullying, should contact their child's class teacher immediately.

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.

## **2.7 Bullying outside school premises**

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers 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, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

# **3. Process for investigating alleged bullying**

## **3.1 Reporting incidents**

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The school will investigate the incident and decide on an appropriate course of action.

## **3.2 Bullying and Child Protection**

When responding to incidents involving any type of bullying the school will consider the situation in relation to the school's Child Protection Policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring 'serious bullying causing children frequently to feel frightened or in danger; or the exploitation or corruption of children'. In cases of severe or persistent bullying, staff will liaise with the Designated Person for Child Protection particularly where

there are concerns that a child or young person may be suffering or likely to suffer significant harm in terms of emotional abuse.

### 3.3 Response Procedure

The procedure and stages in responding effectively to bullying at our school are:

- a) Monitoring and recording behaviour and relationship issues  
The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour for Learning Policy. It supports the detection of bullying and allows for intervention at an early stage.
- b) Making sure the person being bullied is safe and feels safe  
When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.
- c) Establishing and recording what happened by listening to the targeted child  
After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately by completing Section A of the Bullying Incident Report Form (see Appendix D) where bullying has occurred.

Section A includes:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

When an incident of bullying is reported the school will endeavour to make a written record of this incident within 24 hours of the incident occurring. Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases effectively and monitor and evaluate the effectiveness of strategies.

Note: In London, schools regularly report prejudice-related incidents to the local authority. This information allows the local authority to compare school trends with locality area and county trends and enables the local authority to monitor the occurrence of incidents and identify underlying trends in racist, homophobic and disability-related bullying so that appropriate and relevant training and support can be provided to schools.

- d) Deciding upon a response  
After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

- A Restorative Approach:

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- Accept responsibility for the harm caused to the individual being bullied
- Accept responsibility for the harm caused to others (for example staff, friends or family)
- Recognise the need to take action to begin to repair the harm caused
- Agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

Victim and perpetrator are listened to and encouraged to be as truthful as possible feeling confident that their honesty will be valued. The children are encouraged to take turns, to take responsibility for their own actions and as necessary consider which sanctions would be appropriate. This approach supports the person who is doing the bullying through a process of mediation to help them to understand and accept that it is wrong to bully, take responsibility for their behaviour and make amends. This involves the person focusing on their unacceptable behaviour in an emotionally intelligent way.

The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others can be helped to understand the consequences of their actions and change their behaviour for the long term.

In situations where the school has decided to use restorative approaches, the school will complete Section C of the Bullying Incident Report Form and then refer to and follow the relevant guidance for record keeping for this particular strategy rather than completing the other sections of the Bullying Incident Report Form.

Note that with many restorative approaches, it is inadvisable to gather accounts from perpetrators and witnesses as this tends to inflame situations and is not conducive to establishing a restorative approach where perpetrators are more likely to come to terms with the harm they have caused, accept responsibility for their actions and feel compelled to change their behaviour.

- Use of Sanctions:

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying. Sections A, B and C of the Bullying Incident Report Form will be completed. This will involve recording what happened by listening to the different perspectives of all those reportedly involved in the incident, including those of the bullied person, the person doing the bullying and those that have witnessed the bullying ('bystanders').

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour for Learning Policy, taking account of any special educational needs or disabilities that children may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the children's disability or SEN and the extent to which they understand and are in control of what they are doing.

Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other children that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. As with the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the children to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

The school will draw upon the school's Behaviour for Learning Policy and follow the system for sanctions, which includes:

- Involving children in developing appropriate 'fair sanctions for those who have been involved in bullying
- Removing/ separating children from other individuals or groups of children.
- Removing/excluding children from certain whole school activities or key points in the day e.g. break times/ lunchtimes
- Withdrawing privileges
- Confiscating personal property in accordance with the school's agreed criteria, particularly where the item is being used to cause harm to others.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school.

Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after months of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

e) Communicating with the whole school community

The school will communicate to the school community that the bullying has been taken seriously and has been responded to well. This will include talking to parents/carers. The timing of this communication will depend on the agreed responsive approach. Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints.

Where a problem has not been resolved to the satisfaction of all parties the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

f) *Responding to incidents of cyberbullying*

The school will follow the above procedures and will seek guidance on responding to different forms of cyberbullying via organisations which provide information on the safe and responsible use of technology, such as Digizen:

<http://www.digizen.org/resources/cyberbullying/full-guidance.aspx>

g) *Responding to incidents of bullying which occur off the school premises*

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, on the school bus, the school will follow the guidance in the Behaviour for Learning Policy on regulating the conduct of children at times when they are not on the premises of the school and/or not under the lawful control or charge of a member of staff.

The school encourages children to seek help and to tell us about incidents of bullying that happen outside the school so that the school can:

- Raise awareness among the whole school community of possible risks within the community e.g. trouble spots/ gang,
- Alert colleagues in other schools whose pupils are bullying off the school premises
- Make contact with local police officers and representatives from the Youth Service, Connexions and other organisations (including sports clubs and voluntary organisations)
- Map safe routes to school in the event of a child being bullied on their journey to school
- Offer children and parents/carers strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using their mobile phones.

<b>Ownership and consultation</b>	
Document sponsor (role)	Deputy Headteacher (Designated Safeguarding Lead)
Document author (name)	Richard Byrne-Smith
Consultation	Karen Matthews, Headteacher Tracey Simpson, Safeguarding Co-ordinator John Paul Bedeau, Learning Mentor

<b>Audience</b>	
Audience	All school based staff and volunteers; Parents and carers; Pupils

<b>Version control</b>	
Implementation date	September 2019
Review date	September 2022

<b>Related documentation</b>	<ul style="list-style-type: none"> <li>○ Behaviour Policy</li> <li>○ Staff Handbook</li> </ul> <p>All safeguarding related policies, including:</p> <ul style="list-style-type: none"> <li>○ Safeguarding and Child Protection Policy</li> <li>○ Keeping Children Safe in Education</li> <li>○ Special Educational Needs Policy</li> </ul>
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### **Review of Policy and Procedures**

Bevington carries out a three-yearly review of this Policy, led by the DSL. This includes an evaluation of the extent to which this policy has been effectively implemented throughout the school. The Governors will remedy any deficiencies or weaknesses in addressing issues without delay and without waiting for the next policy review date, should any be necessary.

**APPENDIX A – Bullying Incident Report Form**

<b>SECTION A: ALLEGED BULLYING INCIDENT</b>			
Target Name(s)	Age	Year group	Class
Ethnicity	Gender M / F	SEN Stage	
Home language	looked-after child Y / N	young carer Y / N	
Member of staff to whom the incident was reported			
Date of incident			
Time of incident			
Location of incident			
Target's Account / Concern of parents/carers			
Alleged perpetrator(s):			
Name(s)	Age	Year group	Class
Nature of incident including details of any injury or damage to property, etc			
Circle any elements that apply:			
Form: Physical	Verbal	Indirect	Cyberbullying
Type: Race/religion/culture SEN/disability	Sexual/sexist/transphobic	Homophobic	
Home circumstances	Gifted/talented	Health conditions	Other
Parents/carers of alleged target(s) informed:			
Date		Time	

<b>SECTION B: ACCOUNTS OF THOSE INVOLVED</b>			
Alleged perpetrator(s) account of the incident			
Name(s)	Age	Year group	Class
Bystanders'/ witnesses' accounts of the incident			
Name(s)	Age	Year group	Class
Parents/carers of alleged perpetrators informed:			
Date		Time	
<b>SECTION C: ACTION TAKEN</b>			
Details of immediate action taken			
Monitoring of action taken and details of follow up and longer term action taken			