

# BENWICK PRIMARY SCHOOL



## Anti-bullying Policy

**School Name: Benwick Primary School**

**Date Agreed at FGB: 27.3.23**

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**Signed: ..... Role: .....**

## **Introduction**

It is widely recognised that bullying in its various manifestations, as well as making pupils unhappy in school, can seriously affect their progress and well-being and that the impact of bullying can follow victims and perpetrators into adult life. Therefore Benwick Primary School take a firm stance to safeguard children and adults from bullying.

## **Definition of Bullying**

There are various types and definitions of bullying but most have three things in common:

- Deliberate and hurtful
- Repeated over a period of time
- An in-balance of power which makes it hard for those being hurt to defend themselves

Bullying takes various forms including:

- Kicking and hitting
- Prodding, pushing and spitting
- Other physical assault
- Interference with personal property
- Threats or extortion
- Taunts
- Shunning or ostracism
- Name-calling including those of racial or homophobic nature
- Verbal abuse
- Innuendo
- Spreading of rumours
- On-line abuse
- Abuse via text message

One off incidents, while they may be serious, and must always be dealt with, do not fall within the definition of bullying. One off incidents are dealt with in-line with the school's behaviour policy.

## **Recognising Victims - Early Signs of Distress**

- Withdrawn
- Deterioration of work
- Spurious illness
- Isolation
- Desire to remain with adults

- Erratic attendance
- General unhappiness, anxiety and fear
- Late arrival
- Behaviour that is out of character

## **Plan of Action**

### Step 1 - Interview with the Victim

When the teacher finds out that bullying has been alleged, he/she starts by talking to the victim about what has happened, who was involved and how the child is feeling.

### Step 2 - Interview the Perpetrator

The teacher arranges to meet the alleged perpetrator. The teacher will find out their side of the incident.

### Step 3 - Interview the Witness

The teacher will meet any witnesses to the incident and ask for their views. This may help to corroborate the victim or the perpetrator's version of events.

### Step 4 -

The incident should be logged using My Concern.

### Step 5 - Inform Other Adults

If a teacher has dealt with the incident the Head should be informed and see a copy of the incident log, through My Concern. If the Head dealt with the incident they should inform the class teacher and any relevant staff. Midday supervisors should inform class teachers.

### Step 6 - Mentor Sheet

In certain circumstances it may be appropriate to offer the child victim the opportunity to talk in confidence to an adult of the child's choice. The 'Mentor' will meet the child regularly to discuss concerns and keep a record using My Concern. There will be an initial discussion covering the procedure with parents.

### Step 7 - Home / School Book

In certain circumstances, where communication between home and school needs to be more regular a Home/School communication book or email system will be set up by the class teacher. This should be completed regularly, as agreed, and sent home for parents to read and comment. This should be reviewed after an agreed period of time.

## Monitoring and Reviewing Policy

PSHCE lessons will be used to highlight issues of bullying and children will be encouraged to be self-assertive - role-play could be used here.

Anti Bullying covered in the Autumn, deals with strategies to cope with bullying. Termly assembly themes also reinforce these messages. It's Cool to be Kind week in January each year.

Our aim is to encourage children to take responsibility for their actions to find their own solutions, however it is the adults' responsibility to monitor situations and to intervene where appropriate.

Regular pupil voice opportunities will take place throughout the year. The following survey is one tool which may be used for KS2 pupils.

### A SURVEY FOR PUPILS - Analysis

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Please be honest so we can help you.

Question	True	Sometimes	Untrue
1. If people are unkind or hurt me in school I know who to go to.			
2. Adults help me to feel safe in the playground			
3. I feel safe at school			
4. Most children in our school are well behaved			
5. I get on well with other children in my class			
6. If I am upset in school I am not afraid to tell			
7. When we do well in school we are			

praised and rewarded			
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Results will be discussed at staff and governors meetings.

**Logging incidents**

Consistent issues will be logged my concern using my concern. A written record should be made within 24 hours of any incident. Logs should be factual and where opinions are offered, these should be based on factual evidence.

Racial and homophobic incidents will be logged and reported to the Cambridgeshire PrfE Database. These incidents are also reported to each full governors meeting.