

BENWICK PRIMARY SCHOOL



Anti-bullying Policy

School Name: Benwick Primary School

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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.

We are a 'Cambridgeshire Therapeutically Thinking' trained school and this policy should be read in conjunctions with our Behaviour & Relationship policy.

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- Withdrawn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/es

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 - Adult support

Victim: 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. This adult will meet the child regularly, if required, to discuss concerns and keep a record using My Concern.

Perpetrator: This child will receive support through 'Therapeutic Thinking' practices and procedures to understand the implications of their actions and to develop any 'behaviour curriculum' bespoke teaching that needs to be implemented to prevent further incidents.

There will be an initial discussion covering the procedures with both sets of parents.

Step 7 - Home / School Communication

In certain circumstances, where communication between home and school needs to be more regular a Home/School communication system will be set up by the class teacher (for victim or perpetrator). This could involve regular informal playground chats or regular dojo messages with parents/carers.

Monitoring and Reviewing Policy

PSHE 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 as do our school values of Respect, Resilience, Responsibility, Community & Honesty.

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:
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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			

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.