



Bournville Village
PRIMARY SCHOOL

Anti-Bullying Policy

Policy Last Reviewed: April 2025

Signed by:
Headteacher
Chair of Governors

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Statement of intent

Bullying, especially if left unaddressed, can have a devastating effect on children. It can be a barrier to their learning and have serious consequences for their mental health. Bullying which takes place at school does not only affect an individual during childhood but can have a lasting effect on their lives well into adulthood.

By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where our pupils are able to learn and fulfil their potential.

This policy has been developed in line with the guidance in the DfE document, "Preventing and tackling bullying. Advice for head teachers, staff and governing bodies" (July 2017). We have also used advice from the Anti-Bullying Alliance and other 'Anti-Bullying' organisations and schemes such as The Diana Award: Anti-Bullying Ambassador programme.

All staff at Bournville Village Primary School are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere.

Terminology

Parent- any parent, carer or significant family member

Target- the child who is the subject of bullying behaviour

Perpetrator- the child/ren who has/have bullied- the child/ ren who are accused of bullying behaviour

Bullying Behaviour- The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological.

"A person is bullied when they are exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and they often have difficulty defending himself or herself." Dan Olweus (Olweus Bullying Prevention Program)

School Leaders- the Headteacher, Deputy headteacher and Assistant Headteacher, SENDCo and Strategic Operations Manager- these leaders make up the school leadership team (SLT)

Staff- all adults working with children in school- this includes teacher and teaching assistants, lunchtime supervisors, and office and site staff. In some circumstances it may include volunteers and visiting professionals

This policy is specifically focused on the following statements:

- Bullying affects everyone—those who are bullied, those who bully, and those who witness bullying.
- Both children who are bullied and who bully others may have serious, lasting problems if this behaviour is not addressed.
- We want to empower our pupils to report bullying and empower our staff to recognise, investigate and address bullying quickly and effectively.
- We want parents to support the school's actions if their child is involved in bullying behaviour. Parental support is critical and, if not present and there is mixed messaging between home and school, bullying behaviour does not stop but instead increases under greater secrecy.
- As a school community, we can all play a part in preventing bullying and creating a safe and inclusive learning environment for our pupils - including by modelling the right behaviours and being "upstanders" not "bystanders".



Objectives of this policy

- For all governors, **staff**, pupils and parents to have an understanding of what bullying is and have a sense of ownership of the policy.
- For all governors and **staff** to know what the school policy is on bullying and be able to follow it when an incident of bullying is reported.
- For all pupils and parents to know what the school policy on bullying, and what they should do if bullying arises or they suspect their child is being bullied.

Policy development

- This policy was formulated in consultation with members of staff, Governors and a parent/carer working party.
- Pupils (Our Anti-Bullying Ambassadors) will write their own version of this policy which will be made available on the school website.

What is bullying?

“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences”. (DfE “Preventing and Tackling Bullying”, October 2017)

What bullying can look like:

- emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures), ridicule, humiliation
- verbal: name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone
- physical: pushing, kicking, hitting, pinching, throwing objects, biting, spitting, punching or any other forms of violence, taking or hiding someone’s things
- racist: racial taunts, graffiti, gestures, making fun of culture and religion
- sexual: unwanted physical contact or sexually abusive or sexist comments
- homophobic: because of/or focusing on the issue of sexuality
- online/cyber: setting up ‘hate websites’, sending offensive text messages, emails and abusing the victims via their mobile phones
- any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

It is bullying if it is ‘repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.’ (Diana Award: Anti Bullying Alliance)



Signs and symptoms of bullying:

A child may not always tell us they are being bullied. However, they may indicate by their behaviour. Adults should be aware of these possible signs, and they should investigate if a child:

- displays changes in behaviour, such as becoming shy, nervous, feigning illness, changing eating habits, taking unusual absences, clinging to adults, **avoiding social situations**
- displays changes in patterns of work, such as lacking concentration or not wanting to come to school
- has difficulties sleeping and/ or having nightmares
- becomes aggressive, disruptive or unreasonable
- becomes withdrawn, anxious or lacking in confidence
- appears tearful and becomes easily upset
- has unexplained cuts or bruises
- is bullying other children or siblings
- is afraid to use the internet or mobile phone

These signs and symptoms could indicate other problems, but bullying should be considered a possibility and be investigated accordingly.

Whole school strategies to prevent bullying:

Our response does not start at the point at which a child is being bullied. As a school we promote an inclusive culture, which permeates the whole school environment. As part of our ongoing commitment to the safety and welfare of our pupils, we use the following strategies to promote positive behaviour and discourage bullying behaviour:

Celebrate

- celebrate people's differences
- celebrate others' success, to create a positive school ethos

Understand

- create a safe environment for all children which encourages children to speak up about any bullying behaviour they have seen, and where children who have been bullied can talk to trusted adults - whether this be to report/ talk about the bullying behaviour and/or to discuss it and be supported once interventions are in place.
- openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities
- teach children that prejudice or the use of any prejudice-based language is unacceptable

Engage

- involve parents to ensure that they are clear that our school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied
- involve pupils so that all pupils understand our approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders



Stay Informed

- provide staff training via in-house training sessions and external organisations
- use specific organisations or resources for help with particular problems or patterns of concern

Empower

- make it as easy as possible for pupils to report bullying so that they are assured that they will be listened to and reports of incidents will be acted on, including incidents which may have occurred outside school such as cyber-bullying
- treat reports sensitively so that, where appropriate, pupils who come forward are not necessarily identified or identifiable during the investigation or as a result of action taken
- ensure targets of bullying behaviour and upstanders feel empowered because they have spoken out

Evaluate

- regularly evaluate and update our approach to take account of developments in technology, for instance updating 'acceptable use' policies for computers

Specific preventative actions include:

- supervised and electronically monitored internet access, as well as the use of firewalls and filtering on school internet access
- assemblies which raise awareness of issues related to bullying
- activities and initiatives led by the anti-bullying ambassadors
- annual (as a minimum) participation in 'Anti-Bullying Week' activities
- actively teaching friendship skills, inclusion and an awareness of issues relating to bullying, for example during PSHE and RE lessons
- seeking pupil voice and using this to inform next steps
- praise and rewards to reinforce positive behaviours
- a variety of playtime and lunchtime activities offered to encourage co-operative play
- a consistent approach to promoting positive behaviours and sanctioning negative behaviours (in line with our Values, Behaviour and Relationship Policy)

Responding to Cases of Bullying Behaviour

School leaders will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong and unacceptable. Disciplinary measures will be applied fairly, consistently, and reasonably, taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils including children who are looked after (LAC) or previously looked after (PLAC). All disciplinary measures will be followed in accordance with our Values, Behaviour and Relationships Policy.

School leaders will also consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. The child engaging in bullying behaviours will need support themselves.



Our 'Procedure' flow chart (Appendix A) sets out the steps we follow from the initial notification to the support and follow up work.

Our steps below are taken from the Diana Award- Anti Bullying Support and Advice for Educators. Full details of each step are [here](#). (School staff MUST read these steps in full.)

- **Thank them-** Affirm them for coming to talk to you and being brave to speak out about the bullying behaviour they are experiencing.
- **Listen-** Ask them to explain what's happened and ask if they know the time, date and location that the bullying incident took place and the identity of the person/people involved.
- **Consult them-** Experiencing bullying behaviour can make young people feel ashamed and out of control. Ask your student what they want the next steps to be and how you can help.
- **Follow up-** Follow our procedures as outlined in this Anti-Bullying policy.
- **Record-** Ensure that you record the incident and the action taken centrally and ensure that you follow your school's reporting procedure.
- **Strengthen home to school links-** To help build a strong support network around the student, let their parent know what is happening so they can monitor the situation at home.
- **Support-** A member of pastoral team will support the student and if there are concerns for your student's mental health we will follow up with appropriate services.
- **Learn-** By keeping a clear record and analysing reports of bullying behaviour and incidents we can analyse any emerging patterns.

Support for the Perpetrator(s)

We know that there are a range of reasons why children in our school may display bullying behaviour; we also know that bullying behaviour is a choice, it can be challenged and it can change and as such we do not label children as bullies. We also know that a child targeting others with bullying behaviour will need support with their own feelings and experiences and they will need help to understand the impact of their actions.

(Full descriptions to help staff and parents understand these reasons can be read [here](#).)

- **Cultural Influences** -children's behaviour online and offline can be influenced by the media and current 'youth culture'.
- **Social Status** - a child might realise that they receive more recognition from their peers by exhibiting bullying behaviour and so do this as they feel it can increase their social status.
- **Institutional Causes** - if bullying behaviour is frequently not taken seriously or addressed in a preventative approach in a school or institution, a child might begin to join in as it is seen as the norm.
- **Power** - a child might become aware of power dynamics in their peer groups and start to exhibit bullying behaviour to be in control or to avoid being targeted themselves.
- **Blaming the Target** - children displaying bullying behaviour often claim that the target has provoked the behaviour or brought it on themselves, often using this as an attempt to justify their actions.
- **Family Issues** - a child experiencing a negative or dysfunctional home life could cause them to exhibit bullying behaviour as a coping mechanism.
- **Personal Experiences/History** - many personal experiences can contribute to a child displaying bullying behaviour towards others.



Action the school will take after an investigation following a report of bullying behaviour concludes that bullying has been/is still taking place.

At Bournville Village Primary School we know that the most effective way to manage bullying behaviour is to use largely restorative approach, but we will also use punitive actions if we feel this is necessary; at Bournville Village Primary this may include suspension from school. This is at the Headteacher's discretion and will be considered on a case-by-case basis. Most importantly the child displaying bullying behaviour must understand the impact of their behaviour and how to change it, no matter what the cause is.

Roles and Responsibilities

Everyone involved in the life of the school must take responsibility for promoting our inclusive culture; making it clear that any form of bullying or intimidation is unacceptable. Everyone in the school community is responsible for ensuring that the school rules are adhered to and are expected to report any incidents of bullying or intimidation, so that they can be dealt with.

Governing Board -The Governing Board supports the Head Teacher in all attempts to eliminate bullying from our school. The Governing Board monitors the incidents of bullying that occur and review this policy and its effectiveness regularly. The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report on the effectiveness of anti-bullying strategies.

Head Teacher- The role of the Head Teacher is to ensure all staff are following the guidelines of this Anti-Bullying Policy and that they are adequately supported to allow them to do this. The Head Teacher should be fully informed on matters concerning bullying and regularly monitor incident reports and actions taken. Where bullying incidents have occurred, it is at the Head Teacher's discretion whether the school involves the police (Parents also have the right to report incidents).

School leaders also have the power to discipline pupils for any bullying incidents which occur outside the school premises. This will be considered on a case-by-case basis, at the Head Teacher's discretion.

Staff-Staff are expected to provide an inclusive, safe teaching environment for children, in which pupils can learn without fear of bullying and feel confident in sharing any incidents of bullying they may witness or are affected by. All staff are expected to model and promote positive behaviour, emphasising the importance of celebrating achievements and valuing others (Staff Code of Conduct).

Children-Children are expected to take responsibility for following the school expectations and demonstrate our school values, towards all adults and other children in our school community. Children are encouraged and supported to report behaviour that could be bullying and of the importance of being upstanders; children are taught that if they see bullying behaviour and they do not report it, they could be considered to be bystanders, reinforcers or assistants. By reporting behaviour that could be bullying, children are taught that they are upstanders (see Appendix C for descriptions).



Our Anti-Bullying Ambassadors have an additional role (see Appendix D).

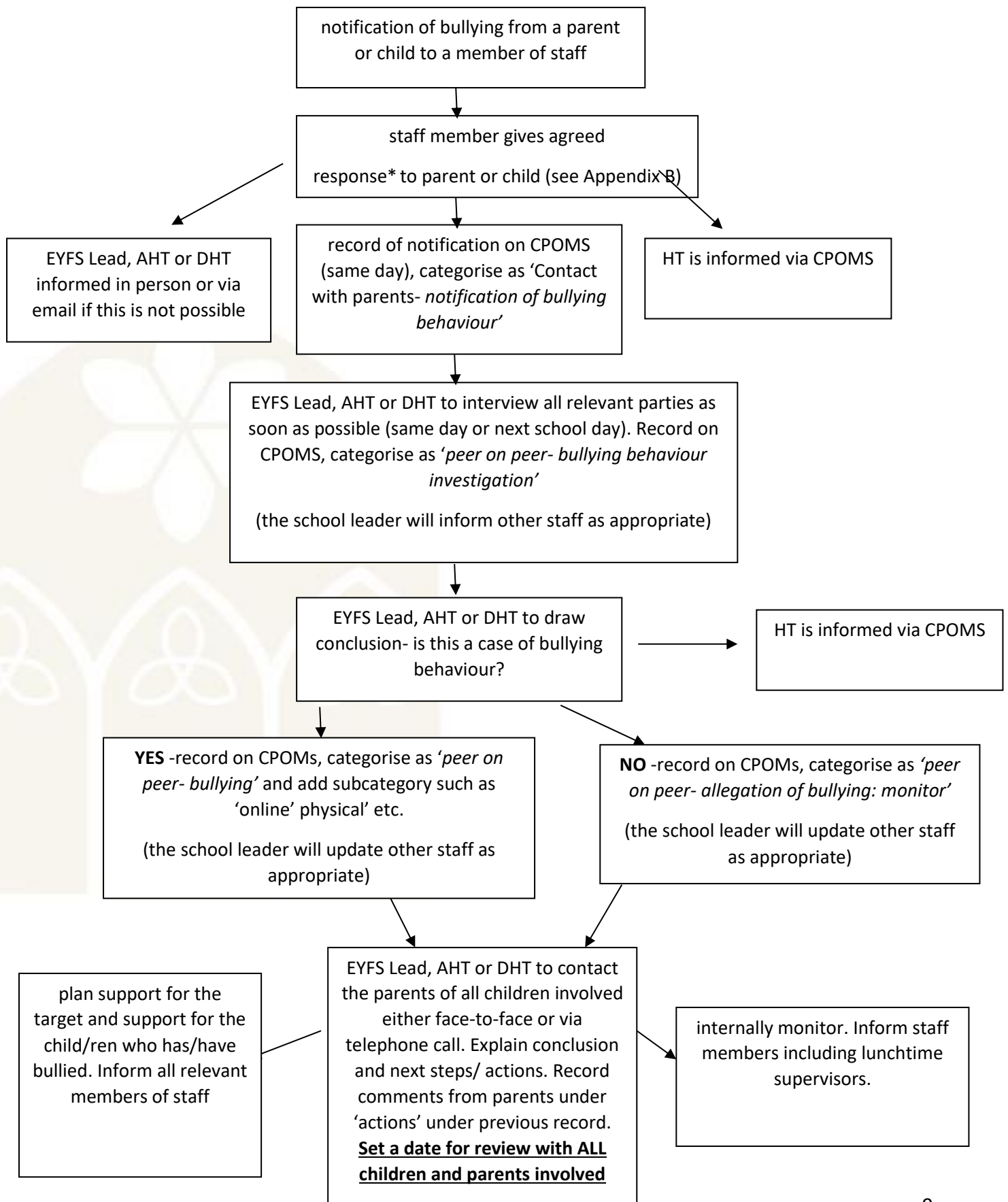
Parents- It is important for all adults, including parents and visitors, to model positive behaviour, at all times. Parents are expected to work in partnership with staff to make it clear to children that the school does not tolerate bullying. If a member of school staff has concerns, parents will be contacted as soon as possible. It is the expectation that parents will fully support the school's actions if their child is involved in bullying behaviour.

If parents have any concern about their child may be being bullied, they are expected to report this to a member of staff. We ask that parents do not approach or contact pupils or other parents directly, as this can impact on the school's capacity to deal with an incident efficiently and effectively.



Appendix A

Procedure



Response to a Parent when Notified about a Case of Bullying Behaviour

When a parent tells us they believe their child is being bullied **we all need to**

- acknowledge the concern- we believe that this has happened
- listen carefully and take notes
- reassure: we DO NOT tolerate bullying behaviour in school
- take this seriously and we will do something about this
- be assertive in explaining what will happen next (using the Procedure Flow Chart) and explain who is going to be informed (school leaders) and what will happen next
- thank the parents for talking to us

When a child tells us they are being bullied, we follow the steps above, but we will also inform their parents.

If a parent tells us about bullying behaviour via an email or telephone call, we arrange to meet in person as soon as possible and go through the steps above again.

We are NOT dismissive

We do NOT blame the child for not telling us sooner

Appendix C

Who can be involved in bullying behaviour (typical roles)

What roles can we play?

Anti-Bullying
Alliance

UNITED
AGAINST
BULLYING

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target – The person who is being bullied.

Assistant(s) – Actively involved in 'doing' the bullying.

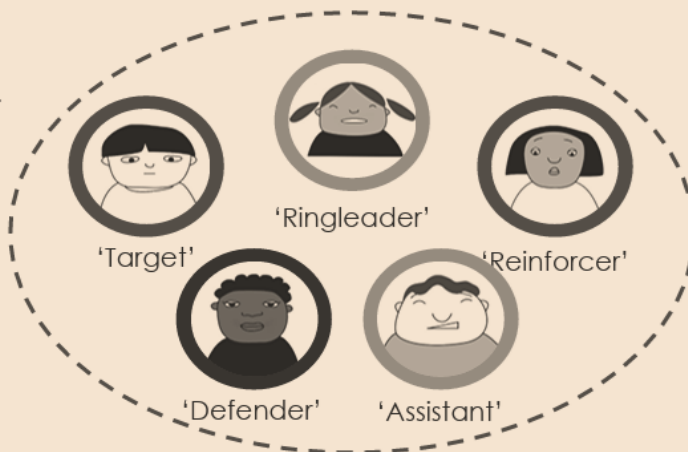
Reinforcer(s) – Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) – Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) – Ignores any bullying and doesn't want to get involved.



'Outsider'



Appendix D
The Additional Roles of the Anti-Bullying Ambassadors

(to be developed with the AB Ambassadors during Summer 1 2025)

