



# Anti-Bullying Policy

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## 1. Aims and Purpose

Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

## 2. Say No To Bullying Initiative

The purpose of this initiative is to support children and parents in identifying bullying, when it takes place. The objective is to allow children to distinguish between 'rude', 'mean' and 'bullying' behaviours. It aims to show children that while many of the actions may be the same, the intent or focus may be different. It also gives children signs to watch out for and strategies and mechanisms to deal with unwanted behaviour towards them. **(See appendix 1)**

## 3. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone.
- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people.
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**

- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people**

#### 4. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored. Racist, Homophobic, Biphobic and Transphobic language will be recorded on a 'Protect - Incident Form' and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff should also record the casual use of other derogatory language using the class 'Pupil Welfare Log'.

#### 5. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

**No form of bullying will be tolerated and all incidents will be taken seriously.**

#### 6. Reporting bullying

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a member of staff – their class teacher or any other adult in school
- Tell a '*prefect*' who in turn can help them tell a teacher or staff
- Tell an adult at home.
- Report anonymously *through the 'Chatter' box*.
- Call ChildLine to speak with someone in confidence on 0800 1111

#### 7. Reporting – roles and responsibilities

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, cleaners) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

**SENIOR STAFF:** The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people.

**PARENTS:** Parents should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents should encourage their child not to retaliate and support and encourage them to report the bullying. Parents can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Staff and pupils should be vigilant in recognising the signs that children are being bullied which are:

- Unwillingness to attend or participate in activities.
- Unwillingness to venture into some areas of a building.
- Fear of walking to school.
- Underachievement.
- Books or clothes destroyed.
- Possessions going missing.
- Signs of distress such as crying easily, lack of appetite.
- Becoming withdrawn or disruptive and/or aggressive.
- Stammering.
- A variety of physical symptoms including cuts, bruising, aches, pain, faints, headaches, stomach upsets, bedwetting, disrupted sleep patterns.
- A marked change in well-established patterns of behaviour.

It should be noted that these may not necessarily be signs of bullying but another issue.

## **8. Responding to bullying**

**When bullying has been reported, the following actions will be taken:**

- Staff will record the bullying on a 'PROTECT - Behaviour Form' (Appendix 2) which will be reviewed by the head teacher.
- The parents of both the victim and the 'bully' will be informed of the incident. Staff will also be informed of any children recorded in the 'PROTECT - Incident Form' to help vigilance and to support the child's behaviour. Where appropriate, the school's Pastoral Mentor will work with the children involved.
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action. Remember to make the child understand that we disapprove

of the bullying behaviour, not the child him/herself. A child is only considered to be a bully while the bullying behaviour persists. It will be made clear to the child that once this behaviour is modified then they will no longer be considered a bully.

- Every incident will be individually dealt with and sanctions appropriate to its seriousness (e.g. loss of play-time) will be made. In the most serious cases, support will be drawn from behaviour specialists.

## **9. Bullying outside of school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber-bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **10. Continued cases of bullying.**

In serious cases where children continue to display an on-going lack of response to sanctions, that is, no change in behaviour of the perpetrator and an unwillingness to alter their behaviour choices, fixed or permanent exclusion will be considered.

If any child is the subject to a third 'Protect incident log' in a year (rolling year from first incident) then the case will be reviewed by the senior leadership team and Governors and a fixed term exclusion will be considered. Parents will be invited to discuss the continued bullying and any actions to be taken.

Following a fixed term exclusion for bullying, a child will be required to have no further incidents of bullying upon their return. Any further incidents may result in additional fixed term exclusions.

If after 3 fixed term exclusions the situation does not improve, an internal review panel, consisting of members of the SLT and a governor representative, will meet to consider permanently excluding the perpetrator to ensure the safety and mental health of the other children in school.

Parents will then be invited to discuss the outcome of this meeting and next steps.

## **11. School initiatives to prevent and tackle bullying**

**We use a range of measures to prevent and tackle bullying including:**

- A child-friendly anti-bullying policy, '*Say NO to Bullying*', ensures all pupils understand and uphold the anti-bullying policy.
- Our PSHE programme of study, '*Jigsaw*', includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- Half-termly 'E-safety' computing lessons.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events related to celebrating diversity and recognising what makes us the same.

- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups, *for example through the school council.*
- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate

## **12. Training**

The head teacher is responsible for ensuring that all school staff, both teaching and non- teaching (including midday supervisors, caretakers and cleaners) receive regular training on all aspects of the anti-bullying policy.

# Say NO to bullying!



## RUDE

behaviour is unintentionally hurtful.



What does it look like? 

- 'bad' looks
- answering back
- leaving people out accidentally

What should I do/say? 

Stop, thank you.  
You are being rude.  
That is not kind, it has hurt my feelings.  
Tell a prefect

## MEAN

behaviour is intentionally hurtful but only happens once.

What does it look like? 

- name calling
- teasing
- pushing
- hitting
- kicking
- threatening
- spreading rumours
- starting an argument
- leaving people out purpose

What should I do/say? 

Tell an adult.  
Tell a prefect  
Walk away.



## BULLYING

is when someone says or does something intentionally hurtful and they keep doing it even when they've been told it is unkind.

What does it look like? 

- name calling
- teasing
- pushing
- hitting
- kicking
- threatening
- spreading rumours
- starting an argument
- leaving people out purpose

What should I do/say? 

You must tell an adult.



**What will happen?**  
An adult will report what is happening using a 'Bullying incident form'.

**What will happen?**  
Children, parents and staff will work together to find a way to move on.

**What will happen?**  
We will continue to check up on you to make sure you feel happy and safe.





**Appendix 2 – Protect Behaviour Log**

<p>PROTECT – Behaviour Log</p>	<p>Please use this log to record any incidents of serious misbehaviour.          Serious incidents include the following:</p> <ul style="list-style-type: none"> <li>• Misbehaviour that resulted in children being taken immediately ‘off green’.</li> <li>• Incidents of bullying.</li> <li>• Homophobic language use.</li> <li>• Racist language use.</li> </ul>
<p>Date of incident:          Time of incident:          Location of incident:</p>	<p>Report submitted by:</p>
<p>Name of child displaying inappropriate behaviour:</p>	<p>Name/s of those affected:</p>
<p>Description of the incident:</p>	
<p>Action(s) taken at the time:</p>	<p>Conclusion – final outcome/reconciliation?</p>
<p>Signed by HT/SLT when reviewed</p>	<p>Further action required (if any.)</p>