Non- Statutory Policy	
Approved by	Head
Website	Y
Staff Email	Y

Anti-Bullying Policy

Date Approved	Spring 2024
Approved by and Position	Lisa Mathie – Head Teacher
Review Date	Spring 2027

Contents

Update to Designated Safeguarding Leads January 2024

Lisa Mathie (Head Teacher - DSL)

Vicki Barlow (Assistant Head Teacher - DDSL)

Rob Dadley (Assistant Head Teacher - DDSL)

Fiona Lucas (Pastoral Care Advisor/Family Liaison - DDSL)

Louisa Hallam (Pre-school Lead – DDSL)

Tina Bruce (Pastoral Care- Behaviour)

Policy Aim

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. By following the guidelines set out in this policy and in conjunction with the school's accessibility, school safeguarding, whole school behaviour, equality and acceptable use of ICT policies, it is our aim to create this environment.

Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed will pupils be able to fully benefit from the opportunities available at schools.

Definition of Bullying

Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally.' (DfE 'Preventing and Tackling Bullying' July 2017)

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. We do not downplay these incidents or how this may be upsetting for anyone involved; these incidents will be addressed in line with the school Behaviour and Relationships policy. It is bullying if it is done several times on purpose (STOP). Children are explicitly educated about this terminology.

The four main types of bullying are:

- physical (pushing, kicking, hitting, pinching, throwing stones, biting, spitting, punching or any other forms of violence, taking or hiding someone's things)
- verbal (name-calling, sarcasm, spreading rumours, threats, teasing, making rude remarks, making fun of someone)
- indirect (spreading rumours, excluding someone from social groups, being unfriendly, tormenting, ridicule, humiliation)
- cyber bullying (can include offensive or abusive text or internet messages or pictures)

Bullying can be:
- racist (racial taunts, graffiti, gestures, making fun of culture and religion)
- homophobic (because of/or focusing on the issue of sexuality)
- sexual (unwanted physical contact or sexually abusive or sexist comments)
- due to disability/SEN (reference to particular disability/ need, using conditions of disability to control/manipulate)

- due to appearance or health condition
- home circumstances

Child on Child abuse:
It is important to note the link between Child on Child abuse and bullying, and therefore this policy should be read in conjunction with the Safeguarding Policy.

Bullying outside school premises:
Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. The 2006 Education and Inspections Act gives head teachers the power to regulate pupils' conduct when they are not on school premises. This can relate to any bullying incidents occurring anywhere off the school premises.

Where bullying outside school is reported to school staff, it will be investigated and acted on in accordance with school policy.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence in work patterns, lacking concentration or truanting from school.

Pupils must be encouraged to report bullying in schools. Schools' teaching and support -staff must be alert to the signs of bullying and act promptly and firmly against it in accordance with school policy.

Statutory duty of schools
Head teachers have a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

It is the responsibility of
- The Head Teacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly and consistently.
- Trustees to take a lead role in reviewing and monitoring this policy.
- All staff, including: trustees, senior leadership, teaching and non-teaching staff to support, uphold and implement the plan accordingly.
- Parents/ carers to support their children and work in partnership to uphold this policy and the school aims through the home/school agreement.
- Pupils to abide by this policy through understanding our school aims.

Preventing Bullying

The aim of the school is to create an environment that prevents bullying from being a serious problem. Through a pro-active approach, school staff will aim to discover and resolve issues between pupils which may have provoked conflict, and hence develop strategies which will prevent any incidents of bullying. Through the use of different methods such as

- Assemblies
- PSHE/curriculum lessons (including esafety)
- Child friendly/ child created posters/ information
- Bees (playground peer support and lunchtime supervisor training
- Staff training (such as Safeguarding training – updated annually)
- Fostering a culture of mutual respect (the school aims, pupil's achievements being displayed on the school website etc.)
- Adhering to the Behaviour Policy
- Actively creating 'safe space' for children

The aim is to create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by everyone in the school. As set out in the school behaviour policy pupils, staff and parents all have a role to play in promoting and fostering good standards of behaviour and learning. We will openly discuss differences between people, such as children from different family backgrounds, such as looked after children, ethnicity, gender, disability, sexuality or appearance related differences.

School will challenge practice and language (including banter) which does not uphold the school values of tolerance, non-discrimination and respect towards others.

Reporting incidents of Bullying

All incidents of bullying are managed by our Pastoral Care Team who in conjunction with the class teacher will oversee the management of each case, from initial concern to follow up. The SLT will be informed.

Recording incidents of Bullying

The incidents are subsequently recorded and filed with the outcomes of any incidents shared with relevant parties. In addition, the Pastoral Care Team will monitor and liaise with the relevant parties to ensure a full resolution to the incident.

Implementation of procedures

By Pupils:

Pupils who have been bullied will be supported by:
- offering an immediate opportunity to discuss the experience with a class teacher or staff of their choice
- reassuring the pupil and offering continuing pastoral support
- improving self-esteem and confidence
- monitoring through observation
- Thorough conversations with parents/ carers to inform them of the situation.
- Where necessary, working with the wider community and local/ national organisations to provide specialist or further advice and guidance.

Pupils who have perpetrated bullying will be helped by:
- Discussing what happened, establishing the concern and the need to change their behaviour.
- Informing parents/ carers to help change the attitude and behaviour of the child.
- Where necessary, working with the wider community and local/ national organisations to provide specialist or further advice and guidance.
- Providing appropriate education and support regarding their behaviour or actions

The following disciplinary steps can be taken, in line with the school Behaviour Policy:
- official warnings to cease offending (verbal warning, written warning and a letter of apology)
- loss of break times as appropriate (to include reflection time)
- meeting with parents
- detention (after school)
- additional time spent with the Pastoral Care Team
- exclusion from certain areas of school premises
- in extreme or repeated cases, fixed-term exclusion (suspension) or permanent exclusion

By the School:

The following steps may be taken when dealing with incidents:
- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded and given to the Behaviour Lead in consultation with the Head Teacher or Senior Leader

- The class teacher will refer the incident to the Pastoral Care Team when available, who will interview those concerned and record the incident in the behaviour log. When unavailable the class teacher will interview those concerned and record appropriately.
- Class teachers will be kept informed
- Parents will be kept informed. Incidents identified as serious will be communicated immediately
- Punitive measures will be used as appropriate and in consultation with all parties concerned
- All allegations of bullying will be investigated. Punitive measures will be taken if the evidence collected shows that bullying has taken place.

Supporting Adults

Our school takes measures to prevent and tackle bullying among pupils: however, it is equally important to recognise the bullying of adults in the workplace. Staff, on induction, are advised of our complaints procedures and whistleblowing policy. All concerns are to be reported to a member of the Management team and are to be recorded and monitored appropriately.

Staff with responsibility for monitoring bullying

- Lisa Mathie – Head teacher (reporting to the Trust Board)
- Tina Bruce – Pastoral Care (Behaviour)
- Vicki Barlow – Assistant Head Teacher
- Rob Dadley – Assistant Head Teacher
- Fiona Lucas – Pastoral Care/Family Liaison
- Year Leaders

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, from tutorial time, assemblies and subject areas, as appropriate, in an attempt to both prevent and eradicate such behaviour.

Monitoring, evaluation and review

The school, in conjunction with pupils and parents, will review this policy every 3 years and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

13) Useful Links and Supporting Organisations

The following links may provide additional support to children, staff or families.

- Anti-Bullying Alliance: https://anti-bullyingalliance.org.uk/
- Childline: https://www.childline.org.uk/
- Family Lives: https://www.familylives.org.uk/
- Kidscape: https://www.kidscape.org.uk/
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying
- Childnet: www.childnet.com
- Internet Watch Foundation: www.iwf.org.uk
- Report Harmful Content: https://reportharmfulcontent.com/
- UK Safer Internet Centre: www.saferinternet.org.uk
- The UK Council for Internet Safety (UKCIS):
www.gov.uk/government/organisations/uk-council-for-internet-safety
- DfE 'Advice for parents and carers on cyberbullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying/online-bullying-and-sendisability

Race, Religion and Nationality
- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational