



Anti-Bullying Policy

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Policy Review Date:	August 2026	Headteacher	Signature	Date
Ratified by Governing Body:				
		Signature	Date	

We are committed to providing a safe, caring and friendly environment for all of our pupils. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and know that they will be listened to and the incident will be dealt with promptly and effectively.

Anyone who is aware of bullying in the school is expected to tell an adult. We are a listening and telling environment.

Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

“Bullying is behaviour by an individual or group, repeated over time, which intentionally hurts another individual either physically or emotionally” (Preventing and Tackling Bullying: DfE: October 2014). Bullying involves a perceived imbalance of power between the perpetrator and victim.

Bullying is different to other unacceptable behaviours. It is not an occasional argument or falling out with peers. It is not a one off incident or disagreement, it is an inappropriate behaviour that happens;

Several Times On Purpose (STOP)

Types of bullying

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Targeted groups

Bullying is often motivated by prejudice against particular groups including;

- Racial – because of or associated with an individual's race, ethnicity or nationality.
- Homophobic – focused on the issue of sexuality.
- Home circumstances – because of children living in the care system or in a deprived home environment.

- SEN/Disability – because of an individual’s learning or physical condition.
- Religion – focused on a person’s faith or religious beliefs.
- Sexual – unwanted physical contact or sexually abusive comments. □
LGBT+ - focused on the issue of sexuality and identity

Bullying behaviours are not restricted to pupils and therefore all pupils and staff should be aware of the possibility of bullying by any adult within the school or the wider community. Should anyone suspect that this is taking place this should be reported immediately to the Headteacher. If the Headteacher is suspected of bullying the matter should be reported to the Chair of Governors.

Reporting and Responding

- Pupils are expected to Start Telling Other People (STOP). They have all been taught the importance of this. If pupils do not feel confident to tell another person they can post a message in the ‘STOP’ box outside the Headteacher’s office.
- If a friend has reported bullying to another pupil or it has been witnessed as a bystander then they have the same responsibility to share this information with a trusted adult.
- All members of staff are responsible for listening to any child who is reporting a suspected bullying incident to them. If the staff member does not feel able to gather an accurate account of the situation then the information must be passed to an appropriate staff member immediately.
- A member of SLT will oversee the investigation, taking time to listen to all the pupils involved and fully investigating the situation before recording the details on CPOMS.
- The parents/carers of the perpetrators and victims are notified when incidents of bullying are evidenced.
- The victim will be supported with any emotional or practical support strategies and guidance they may need.
- The perpetrator will face consequences that vary depending on the severity and type of incident and may include withdrawal of privileges, detention or internal exclusions. There will also be consideration

taken for any emotional or practical support strategies and guidance they may need.

- The needs of the perpetrator will also be investigated to examine if the underlying cause for their actions needs addressing to support them to change their behaviours. Where appropriate this will be done with support from the parents and outside agency involvement.
- For issues with persistent bullying specialist advice will be requested from the SEMH Team and/or Educational Psychologists. In some cases Fixed Term Exclusions may be issued.
- If bullying is disclosed by a pupil to a parent or member of the wider community then the adult needs to encourage the pupil to report the incident to school staff. If the pupil feels unable to do this the adult is expected to report the incident.
- If parents and members of the wider community suspect bullying it is their responsibility to inform a member of staff as soon as possible.
- Staff are committed to respond in the same way if an incident that has occurred out of school is reported to them.

Recording and evaluating

- Incidents are recorded on the CPOMS system
- Behaviour incidents are reviewed by the DSL's / Pastoral and Attendance Lead and the data is analysed to look for patterns of repeated behaviours. This helps to determine whether alleged incidents are then categorized as bullying.
- The data collected is shared with Headteacher, Senior Leadership Team and all teaching staff.
- The Headteacher reports to the Governing Body.
- If bullying is suspected the Headteacher is informed immediately and an investigation into the alleged incidents begins.
- Any follow up action required with a member of staff dealing with the incident will be managed by the SLT.

Preventing

Our aim is for children and adults to work together to prevent bullying. As and when appropriate, children will:

- Be involved in discussions about writing school rules.
- Read stories about bullying, or have them read to them in class or assembly.
- Use role-play to help create feelings of empathy.
- Use Circle time to help build relationships with all members of their class.
- Complete questionnaires and interviews to inform staff of how they feel at school.
- Take part in small group activities to build self-esteem.
- Complete specific work on Social and Emotional Aspects of Learning.
- Take part in anti-bullying week events.
- Receive rewards for good behaviour.
- Be taught how to use the Internet safely.

As and when appropriate, adults will:

- Take part in CPD and staff training.
- Take advice from specialist agencies for further advice.
- Refer families to services such as Family Support.
- Recognise and reward good behaviour.
- Challenge any inappropriate behaviour and ensure all incidents are fully investigated.
- Ensure PSHE is delivered to all pupils, supporting the inclusive nature of the school.
- Listen to pupils and parents' concerns, including information about any incidents that occur on the way to and from school.
- Report significant concerns to parents.
- Provide an open door policy through Drop-in sessions for parents. □
Record Incident Report Forms to monitor behaviour incidents.
- Provide pupils with a range of opportunities to build relationships outside the classroom e.g. clubs.
- Communicate concerns about pupils to the relevant professionals.
- Ensure that a lunchtime system closely monitors children who are at risk of aggressive behaviours and an option of a quiet and calm environment is available.
- Maintain a high ratio of duty staff and lunch and break times to monitor the staggered playtimes.

Bullying vs Bothering

As a school we define bullying as persistent behaviour that happens several times on purpose. We encourage all children to speak immediately to an adult if they feel they are being bullied so the matter can be resolved quickly with support given appropriately to the victim and perpetrator/s. As a school we define 'bothering' behaviour as that which causes a child to feel annoyed, aggrieved, or upset as a result of the words or actions of another child. Though this is not as serious as bullying, ALL children are encouraged to talk to an adult immediately if they feel they are being 'bothered by another child/ren so the matter can be quickly resolved.

Signs and symptoms to look for in children

A child may indicate by signs or behaviours that he or she is being bullied. Adults should be aware of these possible signs and investigate further if a child is;

- Frightened to walk to or from school
- Is unwilling to go to school
- Changes their usual routine
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Cries more than usual or at unusual things/situations
- Has nightmares
- Complains of feeling ill a lot
- Begins to do poorly in school
- Lacks concentration on routine activities
- Becomes aggressive or unreasonable
- Loses their possessions or has damaged possessions
- Loses their appetite
- No longer wants to use their mobile phone or internet
- No longer wants to go out to play

Advice for parents

If you suspect Bullying is taking place or a child reports an incident to you then;

1. Reassure the child
2. Listen to the child's concerns about the bullying or incident
3. Obtain as many details as possible about the situation. This will help with investigating and solving the problem.
4. Assure the child that you will work with them to find a solution.
5. Encourage the child not to respond with violence or aggressive behaviour.
6. Encourage the child to speak to adults in school. If they do not feel confident enough to do so then report the problem to staff yourself.