



Anti-Bullying Policy

Date reviewed and approved by FGB: September 2025
Review period: Every three years
Next review due: Autumn 2028

Non statutory policy

1. Introduction

The school is committed to providing a caring, friendly and safe environment for all children so they can learn in a secure atmosphere. Unfortunately, bullying occurs in our school as in all schools from time to time.

2. Note about other bullying that may occur in school

This policy describes how the bullying of a child or children by another child or children will be dealt with. Although less common, we recognise that bullying of an adult by other adults or children, or bullying of a child by an adult can, unfortunately, sometimes occur in a school setting. The general principles for dealing with these forms of bullying are the same. In addition, where an adult has behaved as a bully the Staff Disciplinary Procedure will also be invoked. Adults who feel they are the subject of bullying should inform their Line Manager or the Head Teacher. If this is not appropriate, they should inform the Chair of Governors. Staff should refer to the following staff policies for more guidance – Staff Discipline Procedure, Harassment Policy, Allegations against staff.

3. What is bullying?

Bullying is action taken by one or more children with the deliberate intention of hurting another child either physically or emotionally; it is likely to happen on more than one occasion and involves an imbalance of power. All three elements (multiple, deliberate and imbalance of power) need to be present for it to constitute bullying. We are always mindful of the difference between arguments children have physical or verbal (even if this is on an ongoing basis), and true bullying. Please see our Behaviour Policy for details on how we handle other unacceptable behaviour.

4. Bullying can be

- Physical: pushing, kicking, hitting, biting, pinching or any use of violence
- Verbal: name calling, sarcasm, spreading rumours, teasing, calling other children's parents or carers names, comments about a child's ability (thick, geek) or appearance (spotty, fat)
- Emotional: exclusion, tormenting threatening gestures, hiding property
- Sexual: unwanted physical contact, homophobic comments, name calling with reference

to sexuality

- Racial: ridicule of individuals because of race, colour, language or religion, racial stereotyping
- Cyber: including e-mail, text and social media

This is not a definitive list but gives an indication of the forms bullying may take

5. Specific Types of Bullying

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various types of bullying experienced by particular vulnerable groups of children:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being gifted or talented
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers, looked after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying

This is not a definitive list but gives an indication of specific types of bullying

6. Roles within Bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- The ringleader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ringleader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and therefore appear to condone or collude with the bullying behaviour.
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying other children, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

7. Signs and Symptoms

A child may indicate by signs or behaviour that s/he is being bullied. All adults should be aware that the following are possible signs, and they should be investigated:

- Is frightened of walking to/from school
- Is unwilling to go to school
- Developing unexplained cuts, bruises and other injuries
- Failing to achieve potential in schoolwork
- Becomes withdrawn, starts stammering,
- Regularly has books, property, money hidden or stolen

- Cries easily, has nightmares
- Becoming isolated and disengaged from other children
- Becomes distressed, disruptive or aggressive
- Starts stealing (to pay bully)
- Is frightened to say what is wrong
- Runs away, self-harms

This is not a definitive list but gives an indication of the types of behaviours that might be seen in a child who is being bullied

8. Why do children bully?

A child may bully (assist or reinforce a bully) for a variety of reasons. Recognising why a child may bully supports the school in identifying which children are at risk of engaging in bullying, to prevent bullying occurring, and select the right responsive strategy when bullying does occur:

- Struggling to cope with a difficult personal situation e.g. bereavement or divorce
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that is aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise or make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs

9. Aims and objectives

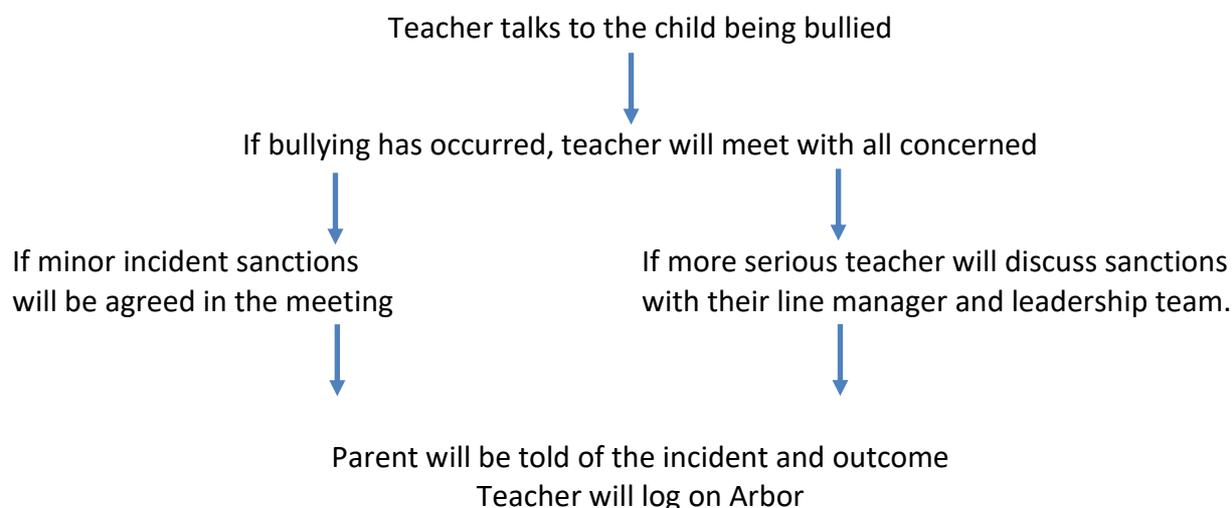
Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

We aim to ensure that parents, staff and children:

- Know that bullying is unacceptable (including assisting and reinforcing)
- Know that we are a telling school (it is not acceptable to watch without taking action or reporting the bullying)
- Understand the procedures for reporting bullying
- Produce a consistent school response to any bullying incidents
- Understand how instances of bullying will be dealt with
- Support both the bullied and bullies to end victimisation and change the behaviour of perpetrators

10. Procedure for dealing with reported incidents of bullying



1. If a child discloses that he/she or someone they know is being bullied the class teacher must be told immediately.
2. The class teacher will talk to the child on a 1:1 basis to investigate a) whether they are distressed about any bullying issues and b) what the symptoms of any bullying may be.
3. If the teacher believes there has been an instance of bullying, then they must log the incident on Arbor. The purpose of this is to ensure that all instances of bullying are recorded and reported appropriately.
4. The teacher should arrange to meet with all the children concerned ASAP and notify any other appropriate teaching staff. The DSL will be informed of all bullying issues where there are safeguarding concerns.
5. Every person in the meeting will have an opportunity to talk and discussions should be focussed on finding a solution and stopping the bullying from reoccurring. Teachers or other adults will aim to help pupils find their own solutions to the personal disagreement. Any minor sanction which is deemed appropriate by the teacher(s) present may be agreed at the end of this meeting.
6. Bullies will be asked to genuinely apologise, take responsibility for their actions and accept any sanctions or consequences which may be brought to bear because of their behaviour. An attempt will be made to help the bully (bullies) change their behaviour.
7. Once all information has been gathered and the meeting concluded, the outcome can be logged on Arbor.
8. The parents should be informed by the most appropriate means. They must be told of the incident, the meeting with the children and what the agreed outcome has been. They must be given a chance to respond and come into the school to discuss any concerns.
9. The children who have been spoken to will be informally monitored. Lunchtime staff will be notified so that they know to be vigilant during lunch time and break. They must report any concerns to the child's class teacher or LSA so that the incident can be logged onto Arbor.
10. If a more serious or prolonged incident(s) of bullying has occurred the matter must be discussed by the class teacher with the Headteacher, the Deputy Headteacher and the

SEND team so that an appropriate course of action can be implemented.

11. The parents of all children involved should be invited in to discuss the matter with the Headteacher and Deputy Headteacher. If this is declined, then the Headteacher should write to the parents of the children involved and advise them of what has happened and what course of action will be implemented. The letter should also advise the parents of likely subsequent action if the bullying occurs again.
12. It is vital that the punishment for bullying is not only a fair reflection of the incident and its severity but also is 'age and stage appropriate'. The class teacher and the Headteacher will remain fair to all children involved and ensure that all influencing factors are considered when deciding upon an appropriate course of action.
13. The most likely course of action for a minor incident is a period in Reflection, but more serious incidents, or reoccurring incidents, could lead to an internal or fixed term suspension or even permanent suspension in the most severe incidents.
14. CLT will monitor all the incidents logged on Arbor and will report their findings to the Safeguarding Link Governor once a term.
15. HT will report to the FGB three times a year within Headteacher's Report.