



Anti-Bullying Policy

Headteacher:	Debbie Calvert	Date Reviewed:	September 2024
Responsible Governor:	Chair of Governors	Approved by:	FGB
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Our school is a small village school which provides a warm, welcoming family environment in which we want all children, and adults, to flourish. Through our rich curriculum, we teach our children to be confident, happy and respectful individuals who show respect and kindness to one another.

Aims

The aim of the anti-bullying policy is to:

- Ensure that pupils learn in a supportive, caring and safe environment without fear of threat, harassment, discrimination or being bullied.
- Create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- Ensure a consistent approach to preventing, challenging and responding to incidents of bullying that may occur.
- Inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.

This policy links with our Child Protection policy and our Behavior policy.

Definition of Bullying

The Anti-bullying alliance's definition of bullying is:

'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'

Bullying can be a form of child on child abuse and can happen inside or outside of school and can take the form of:

Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)

- Verbal (e.g. name calling, ridicule, comments)
- Physical (hitting, kicking, biting, shaking, hair pulling etc)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion

Prejudiced or discriminatory based Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation or identity
- Special educational needs (SEN) or disability
- Culture or class
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstance

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

Pupils and staff are to be encouraged to report bullying in school.

Our school's teaching and support staff must be alert to signs of bullying and act promptly and firmly against it in accordance with school policy.

Reporting roles and responsibilities

Staff: All staff have a duty to challenge bullying report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying. This includes cyber-bullying incidents out of school. Staff have a duty to raise any issues with parents in order to prevent this from happening.

The headteacher: The headteacher has 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 wellbeing of all young people. **Parents/carers:** Parents and carers are encouraged to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration).

Parents and carers should support their child to report the bullying, or may choose to report it themselves. Parents/carers may report concerns to their child's class teacher, or may feel it is appropriate to speak directly to the headteacher.

Pupils: Pupils are encouraged to report incidents regarding bullying wherever possible to a member of staff at school, and also to speak to their parents/carers. At Scotton Lingerfield Primary School we have a clear expectation that bullying is not tolerated and regularly promote this expectation through PSHE work in class, collective worship values and whole school themed weeks. Equally, we encourage pupils never to be bystanders to incidents of bullying, to watch out for signs of bullying amongst their peers and to report incidents.

Responding to bullying

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

- All reported incidents will be investigated. Some more minor incidents may be dealt with within school, however it is often good practice for parents/carers to be informed if their child has been involved in a bullying incident.
- For incidents which are prejudice based incidents, hate incidents and hate crimes, the NYCC guidance will be followed in order to comply with the general duty outlined in Section 149 of the Equality Act.
- Other bullying incidents may be recorded on CPOMS, with more serious incidents recorded in a central log kept by the headteacher.

- Support will be offered to the target of the bullying from the class teacher, support staff or headteacher.
- Staff will also respond to the bully who may require support from staff, which may include the use of an emotional literacy support programme or session.
- Staff will assess whether parents and carers need to be involved.
- Staff will assess whether any other authorities (such as police or local authority) need to be involved, particularly when actions take place outside of school.

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 school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' wellbeing beyond the school day. Staff, parents/carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities outlined in this policy.

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. Follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language on CPOMS.

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 headteacher regularly reporting incidents to the governing body.

Reconciliation

In many cases children are unaware of the extent of the hurt caused through their actions.

- pupils who have bullied will be confronted with the pain, hurt, upset which their actions have caused
- where it is felt to be appropriate, both parties may be brought together with a mediator and asked to express their feeling (this will not be appropriate if any lingering resentment is obvious, or one party is unwilling)
- it will be made clear that a line has been drawn under the issue and that a fresh start begins now
- It is not sufficient, simply to avoid bullying, but opportunities for both parties to support each other will be explored with the mediator. (Such supportive behaviour may not be appropriate with immediate effect.)
- the mediator will ask both parties to report back on relationships at regular periods

Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHE, classroom time, assemblies and other subject areas where appropriate, in an attempt to eradicate such behaviour.

Measures to prevent bullying

We have a range of strategies in place to prevent and tackle bullying, including:

- Our school's vision and values are at the heart of everything we do and we ensure that all members of the school community are respected and valued.
- Our PSHE programme of study (You, Me, PSHE) includes opportunities for pupils to understand about different types of bullying and what they can do to respond to and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship/assemblies explore the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying, including the British Values.
- Pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions, through a variety of classroom activities.
- Class discussion provides regular opportunities to address issues that may arise in class and for teachers to target specific incidents.
- Stereotypes are challenged by staff and pupils across the school.
- Pupils are involved in contributing their views to support anti-bullying initiatives through the School Council
- Our behaviour policy involves all pupils contributing towards agreed behaviour choices which are acceptable or unacceptable as well as the 3 rules, Responsible, Respectful and Safe (see Behaviour Policy)
- Pupils' success and achievements are celebrated to promote and build a positive school ethos.