



Anti-Bullying Policy

Our Shared Vision

Striving for excellence in everything we do

High Quality
Education for
ALL

Effective
home/school
and community
partnerships

Equality Mission Statement

We are committed to ensuring equality of educational opportunity and support for all pupils, parents, carers, staff and visitors irrespective of age, sex, race, disability, religion or belief, sexual orientation, pregnancy, gender reassignment, and socio-economic background. We aim to provide a fully inclusive school in which every person feels proud of their identity and is able to participate fully within the school community. We believe that a diverse school community is a strength which should be respected and celebrated by all those who learn, teach and visit here.

Approved by: FGB	Date: 11.12.2025
Signature (Chair of Governors): Signed copy held in file	Signature (Headteacher): Signed copy held in file
Last reviewed on: November 2025	Next review date: November 2026



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 2

The convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 12

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13

Every child must be free to express their thoughts and opinions.

Rationale

Bullying can be a problem in any school and there is a need to deal with it effectively.

Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical.

Bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour.

Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating.

Definition

This definition includes three key characteristics of bullying. Bullying is:

- Deliberately hurtful (including aggression);
- Repeated over a period of time;
- Difficult for the victim to defend themselves against.

It must not be confused with isolated incidents or arguments which may occur from time to time between children.

This main aim of this policy is to promote a positive, social environment and make clear to all that bullying will not be tolerated (including persistent unkind actions or remarks), that everyone has a right to report their concerns and to ensure a consistent and effective approach to dealing with bullying incidents.

Purpose of this Policy

To ensure our school is a safe and discrimination/bullying-free place, where:

1. Everyone has a shared understanding of what bullying is and the different forms it can take.
2. It is easy for pupils to report bullying so that they are assured that they will be listened to and incidents acted on.

3. Children and adults understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
4. School staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support.

A Shared Understanding: Types of Bullying

Physical Bullying

Physical bullying is the most obvious form of bullying. It occurs when perpetrators use physical actions to gain power and control over their targets, e.g., kicking, hitting and pushing. It can also include taking someone else's belongings.

Verbal Bullying

Perpetrators of verbal bullying use taunting, gossiping, mocking statements, offensive comments and name-calling to gain power and control over a target.

Relational Aggression

Sometimes referred to as emotional bullying, relational aggression is a type of social manipulation where a person tries to hurt their peer group or sabotage their social standing. Relational bullies often leave others out from a group, spread rumours, manipulate situations, and break confidences.

Cyberbullying

When a person uses the Internet, a smartphone, or other technology to harass, threaten, embarrass, or target another person.

Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

Sexual Bullying

Sexual bullying consists of repeated, harmful, and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning, and pornographic materials. A bully might make a crude comment about a peer's appearance, attractiveness, sexual development, or sexual activity.

Prejudicial Bullying

Prejudicial bullying is based on prejudices individuals have toward people of different races, religions, or sexual orientation. This type of bullying can encompass all the other types of bullying. When prejudicial bullying occurs, individuals are targeting others who are different from them and singling them out.

Casual **racist language** is common in schools but, if it is not challenged, pupils may think that racist bullying is acceptable. It is therefore important to challenge racist language when it occurs.

The MacPherson inquiry defined a racist incident as "any incident that is perceived to be racist by the victim or any other person" (from LBBD guidance)

Casual **homophobic language** is also common in schools but, if it is not challenged, pupils may think that homophobic bullying is acceptable. It is therefore important to challenge homophobic language when it occurs.

What do I need to do if I am being bullied?

Guidance for Children

If I am being bullied or I think someone else is being bullied, I should/can:

- tell someone (my teacher or another adult that works at school),

I can expect that:

- something will be done and that it will be handled discreetly and sensitively,
- each case will be followed up to ensure you are given support and to prevent recurrence of the behaviour,
- all incidences of bullying/abuse will be reported and recorded by the relevant member of staff;
- at the discretion of the headteacher or senior member of staff, the situation will be made clear to parents of victims and bullies and that they will be kept informed of action being taken.

School Responses to Reports of Bullying: Guidance for Staff

Preventing and Managing Bullying

The entire ethos of the school community, including all staff and parents/carers, should be to support all pupils, regardless of their differences and to ensure that they are happy and safe.

We will create an environment where it is considered safe and right to tell if you are being bullied or somebody knows of someone else who is being bullied.

Through our online safety programme, children will be made aware and educated about cyberbullying and how to deal with this appropriately.

It is important that all staff are trained to identify sexual bullying and that children are educated not to accept this form of bullying and to report any incidents towards themselves and others.

Implement strategies to both identify and combat bullying, e.g., the school takes part in National Anti-Bullying Week through assemblies, class workshops, and PSHE lessons.

Watch for signs of distress in pupils, changes in work patterns, isolating themselves, erratic attendance, etc.

Support the victim by ensuring that they feel listened to and assure them that all incidents of bullying are taken seriously.

Ask for support from a senior member of staff if needed.

Consider asking the bully and victim to record all events and talk it through with them.

Re-assure the victim by setting out strategies to offer support.

Record all incidents and allegations, as well as actions taken, following the school policy. Arrange a review and monitor the situation until you are happy the problem is resolved.

At the discretion of the Head or Deputy, the parents of the bully and the victim should be informed and kept aware of action being taken.

A 'Circle of Friends' may be implemented for specific cases.

Strategies to Support a Victim of Bullying

Sanctions as appropriate applied to the bully in line with the school's behaviour and attitudes strategy.

Mediation.

One to one parental interview, parental support and involvement.

Self-assertive strategies discussed with the child.

Support from a school counsellor or a mental health first aider if appropriate
CAMHS referral.

Strategies to Support a Perpetrator of Bullying

Restorative justice approach taken as appropriate, ie an opportunity to communicate with the victim, understand the impact of their actions and have the opportunity to put things right.

Engage promptly with parents to ensure their support and involvement.

Support from a school counsellor or a mental health first aider to work on empathy.

CAMHS referral if needed.

Assessment of any additional need causing this behaviour.

Reporting and Recording Incidents of Bullying

Incidents are in the first instance referred to the pupil's class teacher to be investigated, appropriate action taken and parents informed promptly using school procedures.

Incidents may then be referred to the Deputy Headteachers for further involvement if needed.

Finally, the matter may be referred to the Headteacher.

All incidents of discrimination must be reported to the Headteacher via CPOMS.

Incidents of discrimination must be shared with governors, termly.

Other Policies and Guidance

Our Anti-Bullying Policy should be read in conjunction with the following policies:

- Whole School Behaviour and Attitudes Strategy
- Attendance Policy
- Safeguarding Policy
- PSHE Policy
- SEND Policy
- Child on Child Policy