



Anti-Bullying Policy (EYFS & All Other Departments)

Review Date: September 2026

Reviewed by: John Sample

Next review: September 2027

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General Statement

The School recognises the very serious impact of bullying with respect to its negative impact on the teaching and learning process and its potential to cause severe psychological damage which can affect the long-term health, well-being and confidence of the person being bullied, whether a student or a member of staff, and even in extreme cases their will to live.

This policy incorporates:

- Ways in which the school community will try to develop the students' social interaction skills, school systems and the school environment so that bullying is prevented;
- Procedures for action to be taken if bullying is reported;
- Support and guidance available for victims;
- Sanctions and guidance to be used with perpetrators of bullying.

It is the personal responsibility of each member of the school community, all staff and students, to create an encouraging and respectful school ethos and a productive, uplifting working environment. The School recognises that learning takes place most effectively when students feel valued by their teachers, their peers and their family. Relationships between staff, between staff and students and between the students themselves should be positive and caring. Staff and older students are expected to provide role models in this respect.

All members of the school community are entitled to fair and equal treatment, regardless of race, religion or belief, disability, sex, gender reassignment, sexual orientation, age, pregnancy or maternity. The School also works to ensure that a student is not treated unfairly because of their appearance or dress.



Governors, staff and students will work to:

- Eliminate unlawful discrimination, harassment and victimisation
- Advance equality of opportunity
- Foster good relations across all members of the school community.

The School will not discriminate unlawfully against, harass or victimise a student or potential student in relation to admission procedures, educational provision or access to any benefit, facility or service, and it will not subject students to any other detriment.

Aims of the anti-bullying policy

In line with the values and ethos of the School, our anti-bullying policy serves to provide a supportive, friendly and safe environment for all students and staff, where bullying is not tolerated; a place where staff can teach, and students can learn in a secure and relaxed atmosphere and achieve their full academic potential. There is an expectation within the school of excellent standards of behaviour and mutual respect with staff and older pupils modelling positive conduct. Success and achievement, both inside and outside the classroom, are celebrated in order to encourage this positive environment within school.

Our key principles of good practice include:

- A clear Behaviour and Exclusion Policy.
- Equal opportunities and Racial Equality Policies.
- A Safeguarding and Child Protection Policy.
- A system of rewards and sanctions.
- Early Intervention.
- Communication/partnership with parents/carers.
- Involvement and understanding of pupils.

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Definition of bullying

Bullying is aggressive behaviour, normally repeated over time, which intentionally hurts another student or group physically and/or emotionally. Such bullying is often motivated by prejudice against particular groups, for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability, or because a child is adopted or is a carer.

The bullying may be motivated by actual differences or perceived differences. Child on Child bullying/abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in child on child abuse is under the age of 18. 'Child-on-child abuse can relate to various forms of abuse (not just sexual abuse and exploitation) and occurs when there is any kind of physical, sexual, emotional, or financial abuse or coercive control exercised between children both on and offline. Crucially it is noted that child on child abuse is harmful to the child perpetrator as well as the victim.

Bullying can be the action of one individual or a group. It can be face-to-face, indirect or using technology (social websites, mobile 'phones, text messages, photographs and email). This policy is primarily aimed at preventing the bullying of students.

Prevention

The School has clear expectations of all students. The School aims to:

- foster a culture of respect for others, tolerance, kindness, honesty, and service, where pupils are encouraged to contribute to their community, locally and globally.
- support the aspirations of individuals and encourage the development of resilience and self- confidence, so that all pupils can become tenacious, independent and happy.
- empower students to think for themselves and to experiment, express opinions, develop new ideas and challenge stereotypes and encourage each other to be 'risk-takers', embracing the importance of failure and viewing challenges as stepping-stones to future progress, enabling them to be self-confident agents of change.

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inspire a lifelong love of learning and promote the highest standards of intellectual curiosity and academic rigour among both our staff and pupils.

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- prioritise the all-round development of all and encourage the pursuit of enjoyment, fun and mindfulness; recognising that happiness is fundamental to success.

The school recognises the value of involving parents, to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents should feel confident that the school will take any complaint which suggests bullying seriously, thoroughly investigate it and resolve the issue in a way that protects the child. Equally this approach will reinforce the value of good behaviour at home.

All pupils will be encouraged to understand the School's approach, so that they are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.

The School will provide effective staff training, recognising that anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy. This includes its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Staff should understand the needs of their pupils, including those with special educational needs and/or disability (SEND), those with adverse childhood experiences (ACE) and lesbian, gay, bisexual and transgender (LGBT) pupils. Bullying can happen to all children and young people and it can affect their social, mental and emotional health. The School's staff training will include a recognition that pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example, those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. The school will strive to make it easy for pupils to report bullying so that they are assured that they will be listened to and action taken.

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Signs of bullying:

- Physically hurting others by any form of physical contact e.g. hitting, kicking and pushing.
- Verbally name calling, teasing and insulting another.
- Indirect spreading malicious rumours.
- Emotional threats and extortion. Being unfriendly and excluding others from social activities.
- or Psychological
- Upskirting
- Cyber Bullying-Using mobile phones or the internet to send bullying messages or photos.
- Sexual-Verbal abuse, use of mobile phones to send pictures, etc.
- Often an inter-relationship between classes/groups.
- Against a disability or special needs.
- Banter.
- Racial/Religious or cultural Bullying-Verbal abuse by name calling, racist jokes.
- Refusing to cooperate in work or play activities with someone from a different race.
- Any form of prejudice-based bullying.
- No form of bullying must go against the protected characteristics- age, disability, gender assignment, marriage and civil partnerships, race, religion or belief, sex and sexual orientation.

Pupils who are being bullied may show changes in behaviour, e.g. becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be changes in work patterns, a lack of concentration, or truancy. Any child can become a victim of bullying, though certain factors can make bullying more likely:

- Lacking friends.
- Being shy.
- Being from a different racial or ethnic group.
- Being different in some respect.
- Behaving inappropriately.
- Possessing expensive accessories.

Responsibilities

The Head Teacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils. The Head Teacher has also taken regard of the guidance issued by the DfE-Safe to learn: Embedding anti-bullying in Schools and Preventing & Tackling Bullying (Oct 2014).

The Head Teacher will:

- Ensure that all staff have an opportunity of discussing strategies and reviewing them.
- Determine the strategies and procedures.
- Discuss development of the strategies with the management team.
- Ensure appropriate training is available.
- Ensure that the procedures are brought to the attention of all staff, parents and pupils.
- Be responsible for the day-to-day management of the policy and systems.
- Determine how to involve parents in the solution of individual problems.

Form Teachers/Mentors will:

- Be responsible for liaising with the Head Teacher/ Senior Leadership Team over all incidents involving pupils in their form or mentor group.
- Be involved in any agreed strategy to achieve a solution.
- Take part in the anti-bullying programme in the PSHEE and Citizenship course.

All Staff will:

- Know the policy and procedures.
- Be observant and to ask pupils what is happening to them.

Strategies

EYFS/Infant/Junior Strategies

- Pupils are given information about bullying through the PSHEE programme.
- Pupils discuss issues associated with bullying during PSHEE lessons.

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- Co-operative group work is incorporated into class lessons.
- Buddy system for pupils who do not mix easily with peers.
- Monitor system supports younger pupils during play times.
- Key areas are well supervised.
- Specific times and places can be arranged for pupils needing discussions with staff.

Senior Strategies

- All pupils address the issue of bullying and strategies as part of their PSHEE programme.
- The school's anti-bullying ethos is regularly reinforced in Assemblies.
- Pastoral concerns are a discussion item at Staff Meetings and Senior Leadership Meetings.
- Pupils can discuss problems during group or individual mentoring sessions.

What can a pupil do if he or she is being bullied:

- Pupils who are being bullied are encouraged to approach a member of Staff.
- They will be listened to and taken seriously.
- Information is recorded on the ISAMS system, and the situation is monitored for as long as is required.

Dealing with Incidents:

- If bullying is suspected or reported, the incident will be investigated and dealt with initially and immediately by the teacher approached, in the same manner as a child safeguarding issue.
- If a racial element to the bullying is suspected, the Head Teacher/ Senior Leadership Team/ Safeguarding team must be informed immediately.
- The Form Teacher will then pass on the relevant information onto one of the Senior Leadership Team, Safeguarding team or the Head Teacher.

- The Head Teacher/Senior Leadership Team/ Safeguarding team will interview all the parties and make a record of the event/events on ISAMS.
- The DSL will be informed of any bullying issues where there are safeguarding concerns.
- The Head Teacher in consultation with the appropriate Assistant Head and Form Teacher will determine the strategy and plan of action to combat the bullying. At this point it will be looked at, if external.
- The Form Teacher will oversee the implementation of the strategy supported by the appropriate Assistant Head.
- Parents will be kept informed by the Head Teacher.
- Any sanctions against the bully/bullies will be determined by the Head Teacher.

The staff who deal with pupils who have been bullied, must always offer reassurance. Pupils who have been bullied will be given support determined by the Head Teacher/ Senior Leadership Team/ Safeguarding team in consultation with the pupil.

Sanctions

Any of the school's formal punishments can be used against bullies as appropriate. For persistent offenders or incidents considered as gross acts of aggression a pupil could be permanently excluded. Examples of sanctions:

- A Verbal Warning.
- A Written warning in the homework diary to parents.
- Withdrawal of privileges.
- Reporting to the Designated Senior Leader.
- Removal of playtime.
- Reporting to the Head Teacher.
- Parents contacted and a formal meeting arranged.
- Temporary or permanent exclusion.
- After School Detention for Senior pupils.