



## Anti-Bullying Policy 2025-2029



**“Let your light shine” Matthew 5:16**

### Approval

<b>Signed by Chair of governors, on behalf of the Cluster Governing Committee</b>	
<b>Date of approval</b>	
<b>Date of review</b>	

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## **Our Mission**

With God's guidance, we demonstrate a passionate commitment to inspiring a love of learning. We celebrate the uniqueness of each individual and together with parents, the church and wider community, we seek to discover the potential within all our children, preparing them to be happy, aspirational, kind and responsible citizens within our diverse society.

**“Let your light shine.”** Matthew 5:16

## **Introduction**

At Waltham-on-the-Wolds CE Primary School we aim to provide a supportive, caring, and friendly environment which allows all our pupils to learn in an atmosphere which is focussed on improving their life skills to enable them to flourish and succeed in a diverse society. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying behaviour whether this involves pupils, staff, families, governors or volunteers and we are committed to preventing and tackling it.

We recognise that as children learn and grow together, they may experience fallouts with their peers, but we are committed to supporting our pupils to resolve these 'relational conflicts' and stop them from progressing to bullying behaviours. If an incident of bullying does occur, we believe our pupils, parents/carers and staff should feel confident in reporting it and know that that all incidents will be dealt with promptly and effectively. We are a listening school; we are a telling school-committed to working with families and outside agencies where appropriate.

At Waltham-on-the-Wolds, we encourage open discussions around differences between people, we actively challenge prejudice, and we celebrate diversity. We aim to be a proactive school, rather than a re-active school. As such, we endeavour to provide a happy, caring Christian environment whereby everyone feels confident, safe and valued. We praise positive behaviour and reward children appropriately, showing recognition for sensible choices made to create harmony, peace, support and mutual respect for one another. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone.

This policy is based on DfE guidance [Preventing and Tackling Bullying](#) July 2017 and supporting documents. It also considers the DfE statutory guidance [Keeping Children Safe in Education](#) 2022 and [Childnet's Cyberbullying: Understand, Prevent and Respond: Guidance for Schools](#). We have worked in close partnership with Leicester's Anti-bullying Team <https://www.beyondbullying.com/> and all stakeholders have had the opportunity to contribute.

## **Key Roles and Responsibilities**

All staff at our school are aware that children may bully other children, and that this can happen both inside and outside of school, and online. All staff understand the school's antibullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

**Headteacher(HT)**, The Headteacher has overall responsibility for anti-bullying at our school. They are responsible for policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute). They also liaises with the Senior teachers, SENDCo, governors, parents/carers, the Local Authority, and outside agencies when appropriate.

**The Anti-Bullying Coordinator** is responsible for implementing the policy and monitoring/assessing its effectiveness; managing the reporting and recording of bullying incidents; coordinating anti-bullying training and support for staff and parents/carers where appropriate; monitoring the effectiveness of strategies for preventing bullying behaviour.

**The nominated Governor Advocate** with responsibility for anti-bullying and behaviour is ... They are responsible for supporting the HT in all attempts to eliminate bullying from our school.

**The Special Education Needs and Disabilities Coordinator (SENDCo)** has responsibility to work with all stakeholders to champion SEND, ensuring that all plans, policies and procedures are appropriate to the needs of the individual.

See Appendix 1 for further details.

### **What is bullying and how does it differ to relational conflict?**

At Waltham-on-the-Wolds CE Primary School, we have adopted the definition of bullying provided by the Anti-Bullying Alliance:

***"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."***

**OR**

Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying

OR our current definition:

We define bullying as: **any persistent action or behaviour be it verbal, physical, psychological or cyber, which is designed to intimidate, humiliate or abuse another person.**

We define 'persistent' as: **Several Times On Purpose.** We use **S.T.O.P.** to help us remember what bullying is. We also use **S.T.O.P.** to remind us to **Start Telling Other People** if we believe bullying is happening.

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudiced against:

- **particular groups** (for example on grounds of race, religion, beliefs, culture, age, gender, gender reassignment, sexual orientation [including homophobia, biphobia and transphobia] , special educational needs and/ or disabilities, or because a child is adopted, in care or has caring responsibilities; forced marriage / civil partnership, pregnancy / maternity).
- **vulnerable individuals** (for example appearance, health conditions, family / home circumstances, ability, disability).

Bullying can be motivated by actual differences between children, or perceived differences and can sometimes occur through a third person.

However, we also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right, show forgiveness or to resolve the conflict.

Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Although bullying and relational conflicts can take place between individuals, we recognise that it often takes place in front of others (either physically or virtually); pupils who witness these incidents/behaviours are often referred to as 'bystanders'.

Bullying or bossiness? Some young children can be very bossy, but this will be done indiscriminately, and it will usually lessen as they develop better social skills and more self-control. Bullying behaviours tend to be targeted on those who are younger, smaller, more timid or simply 'different' and will be continuous, with intent.

Bullying or boisterous play? Young children often enjoy quite rough, physical and boisterous play, even though it is discouraged and even when it sometimes results in others or themselves getting hurt. This often takes place between friends who are relatively equal in size and strength. Bullying on the other hand is intended to intimidate and hurt and often involves children who are quite different in size and strength.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', our school will address the situation and support the pupils to resolve any negative feelings. Our school will monitor children following a relational conflict to ensure that the situation has been resolved and does not escalate to bullying. Our school will challenge, address, and monitor any incidents of bullying, to ensure that it does not continue and that all pupils feel supported (this will include the target, the alleged perpetrator, any bystanders, and the wider school community).

Bullying is recognised by the school as being a form of child-on-child abuse and is treated as such according to the school's safeguarding policy. In line with the Equality Act 2010, the school will not tolerate any harassment or bullying behaviour because of:

- Race/ religion/ faith /nationality /culture
- New child in school
- Child with a family crisis
- Disability or special educational needs
- Looked after children
- Timid children who maybe on the edge or outside a group
- Appearance/ health conditions
- Homophobic, biphobia transphobic, sexist
- Sexual orientation
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Age
- Sex

This is fully inclusive of all individuals at our school, including the bullying of staff whether by pupils, parents or other staff members. We recognise that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying our school can help to create a safe, respectful and disciplined environment, where pupils are able to learn and fulfil their potential.

### **What does bullying behaviour look like?**

At Waltham-on-the-Wolds School we consider the context within which incidents and/or behaviours of concern occur. We will consider the motivations behind the behaviours and will take into account the age and stage of development of the pupils involved. Our focus will always be the safety and welfare of all children involved.

Bullying behaviour may include, but is not limited to:

- Physical – pushing, poking, kicking, hitting, biting, pinching, being violent, stealing etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling, making fun of others in a deliberately nasty way, etc.
- Emotional/Psychological – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, rumours, social exclusion, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, sexting, homophobic/biphobic/transphobic abuse, exposure to inappropriate films etc.
- Online / Cyber (e.g. internet, computers, mobile phones)– posting on social media, sharing photos, sending nasty text messages, social exclusion, sexting, etc.

- **Indirect** – can include the exploitation of individuals such as ‘false friendships’, through a third person, criminal exploitation, sexual exploitation, and radicalisation.
- **Prejudice-related** – derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is; because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Bullying should not be confused with other kinds of unacceptable behaviour, e.g. deliberately disrupting lessons with silly noises, graffiti, refusal to follow the teacher’s instructions; however, some of these behaviours could be repeatedly targeted at a specific child or group which can become bullying, e.g. constantly making silly noises because they know it will upset an autistic child. Children need to be taught the difference; they need to learn to recognise when bullying is taking place and what to do about it.

We expect all adults within the school community, including governors, parents/carers and visitors, to be positive role models for all our pupils showing respect for the school rules and Christian ethos to reinforce the welcoming and safe environment we promote. This means that we will not tolerate bullying in any form of either our children or the adults who work at our school or those who are associated with it. Adults, like children, should feel safe and secure whilst at work at our school and as such they expect to be treated respectfully and justly by all who they come in to contact with. ([Refer to the Trusts Complaints Policy: Unreasonable Complainants](#)).

There is no hierarchy of bullying, all forms of bullying are taken equally seriously and will be dealt with appropriately.

### **Signs and symptoms of bullying**

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

- is frightened of walking to or from school
- is unwilling to go to school (school-phobic) or regularly feels ill in the morning
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens to self-harm or runs away
- stops eating
- cries themselves to sleep at night or has nightmares
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises

- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

### **The effects of bullying**

We must remember that both the **target** of bullying and the child with **bullying behaviour (the perpetrator)** are affected in different ways by the act of bullying.

#### The Target

Bullying incidents can be demeaning, frightening and paralysing. Pupils who are bullied may be unable to learn effectively. Being bullied can result in fear, depression and feelings of worthlessness, despair and anger. Bullying may also cause confusion, leading to self-blame and guilt. These feelings may manifest themselves, for example, in poor concentration (and declining academic performance), worsening behaviour, withdrawal, isolation, truancy and even physical illness.

#### The Bullying Behaviour

Those who bully have a problem themselves and can also suffer long term. If the child is not helped to understand the problem he/she/they has and guided away from bullying behaviour, they may persist with bullying into their adulthood. Simply punishing an instigator of bullying, without helping them towards better behaviour, may well reinforce their attitudes and therefore unacceptable behaviour.

### **Where does bullying take place?**

At Waltham-on-the-Wolds School, we understand that bullying is not confined to the school premises. Bullying can take place anywhere and at any time-on the school premises, outside of school, on the journey to and from school and in the local community. Bullying may also take place online (this is sometimes referred to as cyberbullying).

We will offer support and guidance to pupils, parents/carers and families who have experienced any type of bullying whether this has taken place inside school, outside of school or online. We are committed to working with outside agencies where appropriate to prevent and tackle all forms of bullying.

### **How to report bullying concerns**

We want pupils, parents/carers, staff, governors and visitors to confidently report bullying and know that their concerns will be taken seriously. We remain committed to supporting and safeguarding all children involved including the target, the alleged perpetrator, any

bystanders/witnesses to the bullying behaviour and the wider school community. We will work with all parties to offer support and change behaviour.

We have clear reporting systems for each group of our school community, the effectiveness of these reporting systems is reviewed throughout the academic year and may be expanded to meet the needs of all members of our community.

#### Pupils, including bystanders/witnesses

We ask that all pupils report concerns of bullying or bullying behaviour to a member of school staff – this can be any member of teaching or non-teaching staff, including a class teacher, a Learning Support Assistant, the Head of School, the Executive Headteacher, a lunchtime supervisor, or a member of the office team. We talk about trusted adults regularly in class and in assemblies to remind our pupils of who they can report concerns to.

The member of staff will listen to the pupil and make an initial note of their concerns; they will then discuss next steps with them and reassure them that they will be supported. The member of staff will make a formal record of the bullying report on the school's Safeguarding recording system (CPOMS) and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We understand that some pupils may find it difficult to tell a member of staff about their concerns verbally, we therefore have additional reporting mechanisms in place. Our school has a worry box in each classroom where the pupil can put their name/a brief note about their concerns/draw a picture of their concern – these worry boxes are introduced to the pupils at the start of the year and pupils are reminded of them regularly.

Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

Remember:

1. Tell an adult in school (in person or via the worry-box).
2. The adult will listen, make notes and take action (they will tell you what they will do).
3. Keep the adults in school informed about any further incidents or worries about the situation. They will check-in on you too.

#### Parents/carers

We understand that it can be very difficult for a parent/carer to be concerned or hear that their child has been the target of bullying, has experienced bullying behaviour or is an alleged perpetrator of bullying.

We ask that if parents/carers have concerns about their child experiencing or perpetrating bullying, that they contact a member of school staff. Initially we ask parents/carers to contact their child's class teacher (in person/via telephone call/via email/via Seesaw) to explain their concerns. The class teacher will take an initial note of the concerns but may ask to schedule a meeting to allow for more time to discuss the concerns in detail. Following the report and/or

the meeting, the teacher will make a formal record of the bullying report on the school's Safeguard recording system and other relevant members of staff will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

We ask that parents/carers come directly to the school with their concerns rather than discussing them with other members of the school community in person or online.

Our school remains committed to supporting pupils and their families in all instances of bullying and relational conflict and will respond to reports promptly. Even if the behaviour/incident which has been reported is deemed 'not bullying' and is thought to be 'relational conflict', school staff will still support the pupils involved and help them to resolve any concerns.

We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also need to show due regard to UK GDPR. This may mean, at times, that we are not able to provide or share information or updates.

A staged approach to reporting concerns, although we hope that all matters will be resolved at stage 1:

1. Contact the child's class teacher (in person/via telephone call/via email/via Seesaw) to explain concerns.
2. Discussion with Head of School.
3. Inform Chair of Governors.
4. Refer matters to Rise Director of Education.

Appendix 1 and 2 has further details.

### School staff

Our staff work closely with our pupils and therefore may notice a change in a pupil's behaviour or attitude that might indicate that something is wrong before receiving a report from a pupil or a member of the school community. If staff have any concerns about a pupil's welfare or are concerned that a pupil is displaying behaviours that may show they are the target of bullying or perhaps perpetrating bullying, they should act on them immediately rather than wait to be told.

We ask that staff report their concerns to a Designated Safeguarding Lead or directly to the Head of School or Executive Headteacher. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on CPOMS and other relevant staff members will be alerted. The member of staff must directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

### Visitors

We ensure that all visitors to our school are aware of our Child Protection and Safeguarding procedures and which staff member they should report any concerns to (the member of staff

may differ depending on the purpose of the visit e.g. supply teacher, governor, external agency).

We ask that if a visitor to our school has any concerns about bullying behaviour that they have witnessed, or been told about, that they report their concerns at the earliest opportunity in person to the school's Designated Safeguarding Lead/the Head of School/Executive Headteacher/SENDCo. We ask that visitors report their concerns in person by the end of the school day. For example, it would not be appropriate to wait until the following day or leave a written note with concerns. The member of staff receiving the report will take an initial note of the concerns and will then make a formal record of the bullying report on CPOMS, and other relevant staff members will be alerted. The member of staff will directly alert the school's Designated Safeguarding Lead if the report is deemed urgent or if a pupil is considered at risk.

See Appendix 2 for an outline of our staged approach to reporting incidents of bullying.

### **How our school will respond to reports of bullying**

All reports of bullying or reported concerns of bullying behaviours will be taken seriously and investigated. Even if an incident is deemed 'not bullying' or a 'relational conflict', our school remains committed to supporting all pupils who have been involved and effected.

Our school keeps records of all reports of bullying, this information is stored on CPOMS. These records are used to identify trends and inform our school's preventative work. Information from these records is discussed regularly at staff meetings to ensure that all staff are kept up-to-date and are alert to any ongoing concerns.

Our staff use a contextual approach to safeguarding and each incident will be dealt with on a case-by-case basis. Some of our school's responses may include, but may not be limited to:

- Talk to all pupils involved in the reported incident – this may include the target, the alleged perpetrator, and any bystanders/witnesses.
- Talk to the parents (of the target and/or the alleged perpetrator).
- Implement appropriate sanctions in accordance with our school's behaviour policy. These sanctions will be graded according to the seriousness of the incident, but will send out a message that bullying is unacceptable.
- Discuss the report/incident/case with other agencies and organisations when appropriate and make referrals to those organisations when appropriate e.g. where a criminal offence may have been committed, contact with the police will be made.
- Liaise with the wider community if the bullying is taking place off the school premises (e.g. the Police, Parish Council).
- Keep in touch with the person who reported the incident/behaviour to inform them that action has been taken – this may include a pupil, a parent/carer/family member, a member of staff or visitor, or another member of the school community. We will endeavour to ensure that all parties are kept informed of progress and any developments, but we will also

need to show due regard to GDPR. This may mean, at times, that we are not able to provide or share information or updates.

- Implement a range of follow-up support/interventions appropriate to the situation (this may include informal or formal restorative work with the target and alleged perpetrator, solution-focused meetings, individual or group work with the target, individual or group work with the alleged perpetrator, individual or group work with any witnesses/bystanders, group work with the wider-school community etc.)
- Monitor the effectiveness of actions taken and reassess/take more actions if appropriate.
- Liaise with the Designated Safeguarding Lead if there are safeguarding issues or concerns, who may make a referral to the police, first response, etc.

Refer to Appendix ... 'A staged Approach to Tackling a Reported Incident'

If a parent/carer is not satisfied with our school's actions, we ask that they follow the [Rise Complaint Policy and Procedures](#).

If it is an adult being bullied, the Executive Head teacher should be informed immediately. If the Executive Headteacher is the alleged perpetrator, then the chair of governors should be informed; the Executive Headteacher would inform the CEO. ([Whistleblowing Policy](#)). She will then conduct an investigation; taking statements, including witness statements; she will support the target and confront the perpetrator (in the presence of a governor, Head of School or Rise colleague if needed) to resolve the issue. If necessary, the adult may seek advice from their union. If the bullying continues, the perpetrator may face exclusion from the school premises and if it is a fellow work colleague, the Trust Disciplinary procedure will be followed.

#### Strategies for supporting the target of bullying

- Encourage them to **S**tart **T**elling **O**ther **P**eople e.g. trusted adults or peers or older children in school. Children should know that they can tell any adult in school that they will listen and do something about it.
- Focus on their positive attributes and promote self-esteem.
- Remove children who are bullied from situations where the problem occurs.
- Find their interests and encourage them to develop them, e.g. extra music practice at playtime.
- Involve outside agencies, e.g. school nurse, to deliver specialist programmes such as 'Circle of Friends', Early Help.
- Talk to all the parents of children involved
- Playtime monitors / leaders to support them.
- Use of the class 'Worry Box' to report bullying in a non-threatening, discrete manner.
- 'Zip it-Block it-Flag it'/'Report Abuse' for victims of cyber bullying.
- Engage the support of the child's parents.

#### Strategies for helping the child with bullying behaviour

- Remove the child from situations where he/she/they is able/likely to behave in an unacceptable manner. If possible this should involve productive and enjoyable activities.
- Consult the behaviour support service for advice, CAMHS.

- Consider the child with bullying behaviour; he/she/they is often a child with problems of their own. If this is the root cause of the problem is there anything that can be done to put the situation right?
- Observe the child to identify any patterns or triggers for their behaviour.
- Engage the support of the child's parents.

#### Strategies for promoting anti-bullying with classes

- Discuss the issues involved without identifying the target or the perpetrator (possibly through the School Council or circle-time) and try to reduce the audience that the perpetrator draws by raising awareness.
- Teach all pupils strategies for dealing with bullies, e.g. to say, "NO!" This should be followed by, "I don't like you saying that to me because it makes me feel..."; tell an adult immediately (or someone they trust): S.T.O.P.
- Try to value everyone for their strengths in order to ensure they have enough self-esteem and resilience to resist any taunts.
- The PSHE programme, including The Life Education Centre and Circle Time, will be used to discuss bullying within the context of relationships with others and to learn strategies to combat bullying. Children will be taught, for example, to:
  - be responsible for their own behaviour.
  - speak out and tell.
  - understand about CHOICE and to learn what sensible choices are and what bad choices are. Encourage them to reflect on their own choices and that choice has consequences.
  - talk about feelings, develop a 'language of feelings' ➤ consider other people's points of view and feelings.
- The adults will set a good example to the children.
- Everyone will use positive language and give praise/rewards.
- Read and share appropriate stories.
- Use role play to give children practise in identifying, understanding and controlling feelings/resisting peer pressure/saying "NO!" for example.
- Use the S.T.O.P approach to bullying- Several Times On Purpose and Start Telling Other People
- Learn what is and isn't bullying; see types of behaviour in child friendly policy for ageappropriate terminology.
- Report instances of bullying and staff should be seen to observe and investigate; all should be an active listener and a proactive supporter.

Above all, we should seek to promote a co-operative working environment where everyone is respected and everyone's voice is heard.

See Appendix 3 for details of supporting agencies and further guidance.

### **Strategies for preventing bullying**

We are committed to the safety and welfare of our pupils, and therefore we have developed the following strategies to promote friendly and positive behaviours and discourage bullying behaviours. Throughout the academic year, the effectiveness of these strategies is reviewed, and the variety of strategies may be expanded to address specific concerns or meet the needs of all members of our community.

We know that to excel at tackling bullying our whole school culture must reflect an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave. That culture extends beyond the classroom to the corridors, the dining hall, the playground, and beyond the school gates including travel to and from school. Values of respect for staff and other people, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older pupils who set a good example to the rest.

### **Research in to bullying**

Research can offer us some important general guidelines for combating bullying which we strive to accomplish:

- Constant vigilance by all is the real answer to combating bullying;
- Creating a positive ethos and environment in school and creating a positive; environment for reporting incidents of bullying, are most helpful to any anti-bullying strategy;
- Targets and witnesses of bullying should be encouraged to speak to a member of staff/playtime leader as soon as possible after an incident of bullying;
- Reports of bullying incidents should be dealt with swiftly, sympathetically, sensitively and consistently and in accordance with our school Attitudes, Behaviour and Discipline Policy;
- Evidence suggests that early adult intervention helps to reduce or even eliminate bullying incidents.
- No-one is born a 'bully'; bullying is a learned behaviour and therefore can be 'unlearned';
- All members of a community can be 'bullies', including adults;
- Bullying cannot be stopped by 'bullying the bully'. Combating bullying solely by punishments and threats may give the perpetrator the wrong message;
- The most effective strategy in preventing bullying is through positive education about relationships, behaviour and attitudes.

### **Some strategies we use include, but are not limited to:**

- Active school council with representatives from each year groups
- Play leaders
- Anti-bullying Steering Group
- Older children being a go-to person for the younger children at playtimes and lunchtimes
- Older children sitting with younger children in the dining room and during worship to model good behaviours
- We are committed to training our midday supervisors and also have school support staff or teachers with them on a rota basis to ensure policies are followed and standards of good behaviour maintained
- Taking part in Anti-Bullying week annually (November)
- Taking part in Safer Internet Day annually (February)
- Robust R(S)HE curriculum for all year groups
- Specific curriculum inputs for online safety and cyberbullying
- Themed days and visits to promote equality and tackle prejudice
- Celebration events
- Opportunities for pupils to share their voice and opinions – through surveys etc.

- Inclusive displays throughout the school with a diverse range of work, photographs etc.
- Inclusive toys and books throughout the school raising awareness of and celebrating differences
- ELSA support / Lego therapy / counselling for identified students
- Specific interventions for identified individuals or groups
- Parent events and training
- Regular staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs).
- All staff model expected behaviour and reinforce the Rise code on a daily basis ([See Attitudes, Behaviour and Discipline Policy](#)).

### **Breaches and UK GDPR**

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Executive Headteacher and Trust. Data will be processed to be in line with the requirements and protections set out in the UK General Data Protection Regulation.

### **Links with other policies**

You may find it helpful to read this Anti-Bullying policy alongside the other following school policies:

<b>Policy</b>	<b>How it may link</b>
Attitudes, Behaviour and Discipline Policy	Includes details about the rewards and sanctions for pupils
Safeguarding Policy	Includes information about child protection procedures and contextualised safeguarding
Online Safety / E-Safety / Acceptable Use Policies	Includes information about children’s online behaviour and details about online bullying/cyberbullying
Equalities Policy	Includes information about our Trust’s approach to tackling prejudice and celebrating differences. Links to prejudicelated language and crime and the protected characteristics
RSHE Policy	Includes information about our school’s RSHE programme and how we teach about relationships, friendships, and bullying
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school’s response

### **Monitoring and Review**

This policy is reviewed and evaluated throughout the academic year. It is updated annually.

### **Policy Development**

This policy has been developed to reflect the most recent [Keeping Children Safe in Education](#) (KCSiE) Statutory Guidance (1<sup>st</sup> September 2022) and was formulated in consultation with the whole school community with input from:

- Members of staff through staff meetings, surveys

- Parents/carers through meetings, parent survey's
- Pupils through the school council, PHSE/circle time in class, surveys, meetings with stakeholders
- Governors through governor meetings, stakeholder meetings and governor training <sup>□</sup>  
Other external agencies through partnership meetings.

This policy is available:

- Online on the school website.
- From the school office.
- A child-friendly version has been given to all children and is available in school on the Owl Minister's Noticeboard.

J Hopkins

March 2023

## **Appendix 1**

### **Roles and Responsibilities**

#### **The role of the Headteacher**

It is the responsibility of the Headteacher to:

- Develop school behaviour and welfare policies in line with statutory obligations;
- Ensure compliance with safeguarding, behaviour and welfare policies and processes;
- Evaluate the impact of safeguarding, behaviour and welfare policies;

- Implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying;
- Sets the school climate of mutual support and praise for success, so making bullying less likely;
- Reports to the Local Governing Committee (CGC) about the effectiveness of the antibullying policy at least termly;
- Ensure that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. This will be done if an incident occurs, and also through assemblies, events such as Anti-Bullying Week, newsletters, discussions with the School Council etc.;
- Ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying, including the appropriate induction for new teachers and how to use CPOMS;
- Inform RISE Multi-Academy Trust of any incidents that require a higher level of support;
- Work with Rise Multi-Academy Trust to ensure practice is consistent across the Trust.

### **The role of the teacher**

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They will:

- Keep accurate records of all incidents that happen in their class, and of ones they are aware of in/outside the school, on CPOMS;
- Monitor behaviour of all children, but will keep a record of behaviour of those found to be bullying on CPOMS;
- Support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the HT, the teacher informs the child's parents.
- Liaise closely with the HT to support the target and perpetrator as per the policy and procedures outline;
- Inform all relevant staff to support the monitoring process, including midday supervisors, CReW Club staff, visiting sports coaches, supply staff, etc;
- Liaise with the SENDCo to ensure counselling and support for the target are in place as required;
- Ensure that any consequences for the child who has carried out the bullying are implemented. They will talk to the child who has bullied, explaining why the action of the child was wrong, and endeavour to help the child change their behaviour in future.
- Work with external support agencies such as the social care services, SEND and Inclusion services as required to do so;
- Contribute to and lead the implementation of any behaviour plan that may be put in place;
- Deliver the required PHSE curriculum and respond to immediate need on a daily basis to support all learners behave appropriately;
- Attend training which enables them to become equipped to deal with incidents of bullying and behaviour management;

- Keep parents/carers informed of the school's involvement in bullying incidents: -  
Parents of children who have been or are being bullied will be informed of the action the school is taking, the reasoning behind it and the planned future course of action if this problem continues.
  - Parents/carers of children who have been involved in bullying other pupils will be informed of the incident and the school's response. Their cooperation is sought to ensure this inappropriate behaviour is not repeated;
- Recognise that there may be occasions when a parent or carer is concerned about their child being bullied or that their child is being falsely accused of being the 'bully' and will offer appropriate support to show that we are a listening school.

### **The role of Governors**

The CGC will:

- Support the HT in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the CGC does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately;
- Review the number and types of incidents of bullying that occur, and reviews the effectiveness of the school policy regularly;
- Give scrutiny and approves academy safeguarding, behaviour and welfare policies;
- Understand the effectiveness of safeguarding, behaviour and welfare policies through discussions with senior leaders, children and parents.
- Review an HT decision to permanently exclude a pupil;
- Respond within ten days to any request from a parent to investigate incidents of bullying. In all cases, the CGC notifies the HT and asks them to conduct an investigation and to report back to a governor advocate.

### **The role of parents / carers**

Parents will:

- Support the school's Anti-bullying policy and the Attitudes, Behaviour and Discipline policy, and should actively encourage their child to be a positive member of the school;
- Contact their child's class teacher immediately if they have any concerns about bullying;
- Report facts and avoid speculation or conjecture;
- Work with school staff to support their child, including contributing to any action plans or support plans, liaising with external agencies, ensuring their child attends relevant appointments, etc;
- Listen to and act upon advice given by the school or external agencies;
- Co-operate fully with all concerned to ensure any inappropriate behaviour demonstrated by their child is not repeated. If this happens, they will be asked to attend a formal meeting where all the issues concerned will be discussed and a course of action decided. Parents will also need to know that ultimately this kind of behaviour could lead to exclusion from school;
- Comply with the following stages of escalation:

Stage one – Parents/carers to speak to the Class teacher regarding any concerns they have about their child. The teacher will listen to the concerns making notes during the meeting. Parents to be re-assured that the matter will be dealt with and reminded of our open door policy if they want any further meetings.

Stage two – If the problem is ongoing and not resolved, a prompt meeting will be organised between the Head of School and parents/carers. Notes will again be taken and kept on file.

Stage three – If parents/carers are still concerned then they can ask to have an appointment with the Executive Head teacher and Chair of Governors who will continue to take the matter seriously and try to resolve it promptly. Notes will again be taken and kept on file for future reference.

Stage four – If concerns remain unresolved, parents/carers should contact the Rise Director of Education who will look into the matter and respond accordingly [admin@risemat.co.uk](mailto:admin@risemat.co.uk). Notes will be taken and kept on file for future reference. Please refer to the [Rise Complaints Policy](#).

## **Appendix 2**

### **Staged Approach to Tackling a Reported Incident**

If bullying is suspected or reported, it will be dealt with immediately by the member of staff who has been made aware of it:

1. Make a note of the allegation, including taking screen shots of any cyberbullying and noting their source; add all to CPOMS.
2. Provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and involve them in any decision making, as appropriate.
3. Investigate the allegation and discuss concern with a member of the SLT.
4. Record the results of that investigation on CPOMS. The class teacher will continue to log any further incidents or concerns which are then reviewed by a DSL/SLT.

5. If bullying is confirmed or suspected the Head of School must be informed.
6. The Head of School will implement the appropriate course of action, including discussions with the children involved, involving parents of all children concerned to offer support and change behaviour, involving parents of all children concerned, deciding on sanctions, instigating further PSHE work through assembly/class lesson, involving the SENDCo to initiate mental health support, etc. In the event of cyberbullying, this may include requesting deletion of content posted online, providing advice/support to block individuals and/or providing advice not to retaliate and how to protect private information online.
7. If it's felt necessary, some forms of bullying may lead to the involvement of the police such as those where a criminal offence may have been committed. School will keep accurate records of incidents and how the school has responded, to assist with proceedings and to protect the school should the family or pupil decide to take legal action against the school. Where bullying occurs outside school, any other relevant schools or agencies (e.g. after school care, clubs, transport providers) will be informed about concerns and any actions taken.
8. Pupils should know that there will be a period of monitoring. This is important as bullying is less likely to resume when both parties are involved and understand there will be a follow-up meeting and a period of monitoring.

We recognise that children who are bullied and those who are displaying bullying behaviour will need support in dealing with the situation and also will need to know what to do should further incidents occur. In these circumstances, a trusted member of staff will be chosen by the child to 'check-in' frequently and record any concerns, before sharing promptly with the class teacher or nominate adult, such as the ELSA lead. Additional support is available through:

- Classroom discussions and PSHE lessons
- ELSA referrals for individual children
- ELSAs, LSAs and Sports Coaches on the playground during playtimes to offer support
- The Head of School's 'Open door policy'.

If a pupil continues to be found to be involved in bullying incidents further action will be taken. Sanctions for bullying may include:

- Withdrawal of privileges, membership from school clubs or position of responsibility.

Withholding participation in events that are not an essential part of the curriculum e.g. School trips, being dropped from sports teams.

- Loss of break or lunchtimes
- Exclusion\* from school for a fixed period – whole days or at lunchtime
- In the case of some incidents – permanent exclusion\*.

\*Refer to the schools [Exclusion Policy](#)

## Appendix 3

### **Supporting Organisations and Guidance**

- Anti-Bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- Beat Bullying: [www.beatbullying.org](http://www.beatbullying.org)
- <https://www.beyondbullying.com/beyond-bullying-award-for-schools>
- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies", and "Supporting children and young people who are bullied: advice for schools" March 2014: <https://www.gov.uk/government/publications/preventing-andtackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-across-government-outcomes-strategy>
- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- MindEd: [www.minded.org.uk](http://www.minded.org.uk)

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- PSHE Association: [www.pshe-association.org.uk](http://www.pshe-association.org.uk)
- Restorative Justice Council: [www.restorativejustice.org.uk](http://www.restorativejustice.org.uk)
- The Diana Award: [www.diana-award.org.uk](http://www.diana-award.org.uk)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- Young Carers: [www.youngcarers.net](http://www.youngcarers.net)

#### Cyberbullying

- Childnet International: [www.childnet.com](http://www.childnet.com)
- Digizen: [www.digizen.org](http://www.digizen.org)
- Internet Watch Foundation: [www.iwf.org.uk](http://www.iwf.org.uk)
- Think U Know: [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

#### LGBT

- EACH: [www.eachaction.org.uk](http://www.eachaction.org.uk)
- Pace: [www.pacehealth.org.uk](http://www.pacehealth.org.uk)
- Schools Out: [www.schools-out.org.uk](http://www.schools-out.org.uk)
- Stonewall: [www.stonewall.org.uk](http://www.stonewall.org.uk)

#### SEND

- Changing Faces: [www.changingfaces.org.uk](http://www.changingfaces.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>
- <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lostin-digital-space/>

#### Racism and Hate

- Anne Frank Trust: [www.annefrank.org.uk](http://www.annefrank.org.uk)
- Kick it Out: [www.kickitout.org](http://www.kickitout.org)
- Report it: [www.report-it.org.uk](http://www.report-it.org.uk)
- Stop Hate: [www.stophateuk.org](http://www.stophateuk.org)
- Show Racism the Red Card: [www.srtrc.org/educational](http://www.srtrc.org/educational)

