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## ANTI-BULLYING POLICY

Shirland Primary School

May 2025

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Last Reviewed	May 2025
Written By	Louise Vessey
Reviewed By	Chair of Governors
Next Review Date	May 2028

## **STATEMENT OF INTENT**

The aim of our anti-bullying policy is to ensure that all pupils are able to learn in a caring, supportive, safe and friendly environment without fear of being bullied.

Bullying is an anti-social behaviour which affects everyone. Bullying of any kind is unacceptable and will not be tolerated at our school. Pupils who are bullying, need to learn different ways of behaving.

As a school, Shirland Primary School has a responsibility to prevent all forms of bullying in order to safeguard everyone and promote individual welfare. If bullying does occur, all pupils should be able to tell, and know that incidents will be dealt with promptly and effectively. Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated fairly and with respect.

## **LINKS WITH OTHER SCHOOL POLICIES AND PRACTICES**

This Policy links with a number of other school policies, practices and action plans including:

- Behaviour Policy
- Complaints Policy
- Safeguarding and Child Protection Policies
- Confidentiality Policy
- Online Safety Policy
- KS1 and 2 Safeguarding Children (child friendly versions)
- Curriculum Policies such as PSCE and Computing
- Stress Management Policies (Pupils and Staff)
- Community Cohesion Policy
- Mobile Phone Use Policy
- Harassment and Bullying Policy

## **DEFINITION OF BULLYING**

The Department of Education defines bullying as “behaviour by an individual or group, usually repeated over time that intentionally hurts another person”. Bullying results in pain and distress to the victim. People are bullied for many reasons, or no reason at all. Bullying relates to “difference” – real or imagined.

Bullying can be:

- Emotional – being unfriendly, excluding, tormenting.
- Physical – pushing, kicking, hitting, punching or any use of violence
- Racist – racial taunts, graffiti, gestures.
- Sexual – unwanted physical contact or sexually abusive comments.
- Homophobic – because of, or focussing on the issue of sexuality.
- Verbal – name calling, sarcasm, spreading rumours, teasing.
- Cyber – all areas of internet and other technological misuse such as email, text, mobile phone, video, camera and chatroom threats.
- Related to appearance, ability, health, disability, circumstances or social class.

**Specific bullying relationships may include:**

- Pupil on pupil
- Pupil on staff
- Staff / adult on pupil
- Staff on staff

**PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING**

The school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all and lead to a happier, more productive learning environment.
- Promote equality and celebrate differences.
- Work with staff and outside agencies to identify all forms of prejudice-driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (peer on peer abuse).
- Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Consider all opportunities for addressing bullying in all forms throughout the curriculum and support these with a range of approaches such as through displays, assemblies, peer support and the school council.
- Pay for anti-bullying theatre productions to come into school to raise awareness of topical issues.
- Keep abreast of new initiatives, strategies and developments to help us create a bully-free environment.
- Regularly update and evaluate our approaches to take into account the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
- Train all staff including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff to identify all forms of bullying and follow the school policy and procedures (including recording and reporting incidents). See Signs Of Bullying (Appendix A).
- Proactively gather and record concerns and intelligence about bullying incidents/hotspots and issues so as to effectively develop strategies to prevent bullying from occurring.
- Actively create "safe spaces" for vulnerable children and young people.
- Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- Work with other agencies and the wider school community to prevent and tackle concerns.
- Celebrate success and achievements to promote and build a positive school ethos.
- Be encouraged to use social media positively and responsibly.

## **DEALING WITH BULLYING INCIDENTS**

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached.
- A clear and precise account of the incident will be recorded on CPOMS and given to the head teacher and/or designated safeguarding lead.
- All parties involved will be interviewed and the incident will be recorded in accordance with school procedures.
- Teachers and other relevant members of staff will be kept informed as appropriate.
- Parents/carers of all children involved will be kept informed.
- Sanctions will be used as appropriate and in consultation with all parties concerned.
- If necessary and appropriate, the police (if a criminal offence has been committed) or other local services (including those pertaining to children's social care where a child is felt to be at risk of significant harm) will be consulted or involved.

## **INVESTIGATING BULLYING INCIDENTS**

To do this we follow LA guidance and our behaviour policy;

- Initial investigation into allegation of bullying
- Restorative Questions when someone's been harmed
- Restorative Questions in Response to Challenging Behaviour
- Factors to help determine if incident constitutes bullying
- Support provided for targeted child
- Support provided for child who bullied

All incidents are recorded on our safeguarding system CPOMS for monitoring purposes.

## **SUPPORTING PUPILS**

The school accepts that any child could display bullying behaviour and as a school we have a moral imperative to help those doing so to change their behaviour.

Pupils who have been targets of bullying behaviour will be supported by:

- Offering an immediate opportunity to discuss the experience with their teacher or a member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring the pupil and providing continuous support.
- Restoring self-esteem and confidence.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Pupils who have used bullying behaviour will be helped by:

- Discussing what happened and establishing the concern and the need to change
- Informing parents/carers to help change the attitude and behaviour of the child
- Providing appropriate education and support

- If online, requesting content be removed and reporting account/content to service provider
- Sanctioning in line with school behaviour/discipline policy. This may include official warnings, detentions, removal of privileges (including online access when encountering cyberbullying concerns), fixed- term and/or permanent exclusions.
- Speaking with police or local services.

## **SUPPORTING ADULTS**

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the designated lead and/or a senior member of staff / headteacher
- Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance

Adults who have bullied will be helped by:

- Discussing what happened with a senior member of staff and establishing the concern.
- Clarifying the school's official procedures for complaints or concerns.
- If online, requesting content be removed.
- Instigating disciplinary, civil or legal action.

## **LIAISON WITH PARENTS AND CARERS**

We will:

- Make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats.
- Ensure that all parents/carers know who to contact if they are worried about bullying.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively to raise concerns in an appropriate manner.
- Ensure all parents/carers know where to access independent advice about bullying.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

## **INVOLVEMENT OF PUPILS**

We will:

- Conduct annual surveys and incorporate young people's views on the extent and nature of bullying and feeling safe in school.
- Ensure that all pupils know how to express worries and anxieties about bullying.
- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying.

- Involve pupils in anti-bullying campaigns in school including writing a child friendly version of this policy.
- Publicise the details of help lines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

## **RESPONSIBILITIES**

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Headteacher, Senior Managers, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Headteacher to communicate the policy to the school community and to ensure that disciplinary measures are applied fairly, consistently and reasonably.
- Staff to support and uphold the policy
- Parents/carers to support their children and work in partnership with the school
- Pupils to abide by the policy.

The named Governor with lead responsibility for this policy is: **David Williamson**

The named member of staff with lead responsibility for this policy is: **Louise Vessey**

## **MONITORING, EVALUATION AND REVIEW**

The school will review this policy every two years and assess its implementation and effectiveness. Without the support of our pupils we will not be able to prevent bullying. That is why our pupils will be consulted through discussion, questionnaires and meetings. They will also participate in the development, monitoring and review of anti-bullying policy and strategies.

Parents will also be asked for their views through consultations and questionnaires on a regular basis.

The policy will be promoted and implemented throughout the school by all staff.

All members of staff will:

- Provide pupils with a good role model
- Provide pupils with a framework of behaviour including the school rules which support the whole school behaviour policy
- Behave in a respectful and caring manner to pupils and colleagues

The named Governor for bullying will report on a regular basis to the governing body on incidents of bullying and outcomes. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

## **APPENDIX A**

### **SIGNS OF BULLYING**

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Changing usual routine
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Aggressive, disruptive or unreasonable behaviour
- Starts stammering
- Disrupted sleep, nightmares, bedwetting
- saying that they feel ill repeatedly
- Decreased involvement in school work, begins to do poorly in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Asking for extra money or stealing
- Unexplained cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Becoming agitated when receiving calls or text messages
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- Is bullying other children or siblings

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

## **SUPPORTING ORGANISATIONS and GUIDANCE**

- National Bullying Helpline: [www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk) 08457 22 55 787
- Bullying UK: [www.bullyinguk.org](http://www.bullyinguk.org) 0808 800 2222
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk) 020 7730 3300
- Childline: [www.childline.org.uk](http://www.childline.org.uk) 0800 1111
- Anti-bullying Alliance: [www.anti-bullyingalliance.org.uk](http://www.anti-bullyingalliance.org.uk)
- National Healthy Schools: [www.healthyschools.org.uk](http://www.healthyschools.org.uk)
- DfE: "Preventing and Tackling Bullying. Advice for Headteachers, Staff and Governing Bodies" July 2017, and "Supporting children and young people who are bullied: Advice for Schools" October 2014: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health": <https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-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)
- Bullying Intervention Group: [www.bullyinginterventiongroup.org](http://www.bullyinginterventiongroup.org)

### **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/send-code-of-practice-0-to-25>

### **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.srrc.org/educational](http://www.srrc.org/educational)
- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)