



# Sound & District Primary School

Our Children are our Future

## Anti-Bullying Policy

<b>Policy written by:</b>	Headteacher
<b>Governor Committee:</b>	Curriculum
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<b>Review date:</b>	January 2026

### Legislation, statutory requirements and statutory guidance

The Department for Education (DfE) 25<sup>th</sup> April 2024 has produced a collection of resources to support schools in developing, implementing and maintaining a whole-school behaviour culture. Our School Behaviour Policy and Anti-Bullying Policy reflect the requirements and principles of that guidance.

This policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

It is aligned with our other policies such as our Behaviour Policy, Child Protection and Safeguarding Policy, Attendance Policy, Special Educational Needs Policy, Mental Health Policy, Sex and Relationships Policy and Personal Social and Health Education Policy.

This policy is based on legislation and advice from the Department for Education (DfE)

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2024](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

### Policy Aims

Sound and District Primary School is committed to providing a caring, friendly and safe environment for all of our children so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell someone and be confident that incidents will be dealt with promptly and effectively.

This policy outlines how we aim to prevent bullying from arising, whilst also providing clear procedures that help to tackle bullying if it does occur. It refers to all forms of bullying relating to race, religion, culture, homophobia, special educational needs, disabilities, sexist and sexualised, prejudice-based, discrimination, cyberbullying and child on child abuse.

### **What Is Bullying?**

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group. Bullying can be Verbal, Physical, Emotional or Online (cyberbullying). *See Appendix One for more detail.*

Bullying is generally characterised by:

- **Repetition:** Incidents aren't one-off; they are frequent, happening over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
- **Targeting:** Bullying is generally targeted at a specific individual or group.
- **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations.

*Sometimes pupils hurt each other by accident. A fight or falling out between two pupils of equal strength and status is not bullying. When such incidents arise the school will deal with these in line with our behaviour policy.*

### **Objectives of this Policy**

- All governors, teaching and support staff, children and parents/carers should have an understanding, of what bullying is.
- All governors and teaching and support staff should know what the school policy on bullying is and follow it when bullying is reported.
- All children and parents/carers should know what the school policy is on bullying, and what they should do if bullying arises.
- As a school we take bullying seriously. Pupils and parents/carers should be assured that they will be supported when bullying is reported.

### **Signs and Symptoms**

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 take action if a child:

- is reluctant to do their usual journey to or from school e.g. walking, school bus
- changes their usual routine
- is unwilling to go to school (school phobic)
- becomes withdrawn, anxious, or lacking in confidence, starts stammering or becomes aggressive, disruptive or unreasonable
- attempts or threatens suicide
- cries themselves to sleep at night or has nightmares
- feels ill in the morning; or keeps saying they feel too ill to go to school, stops eating
- begins to do poorly in school work
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has unexplained cuts or bruises
- is bullying other children or siblings
- is reluctant to say what's wrong
- is afraid to use the internet or mobile phones is nervous / jumpy when a message is received

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

### **The Role of Pupils:**

What can children do if they are concerned that they are being bullied?

- Tell someone that you trust e.g. any member of staff, a parent, a friend, or a relative.
- Tell yourself that you don't deserve to be bullied, it is wrong. Don't blame yourself; it's not your fault.
- Write down what has been happening and give it to someone you trust.
- If the bullying continues, keep on letting people know.

What can children do if they know someone is being bullied?

- Take action, tell an adult. Staff will then deal with the issues. *Watching and doing nothing may suggest that you agree with what is happening.*
- Support the other child in talking to a trusted adult.
- Never join in with a bully – physically, verbally or by isolating another child

For children who are using bullying behaviour:

- Recognise that your behaviour is seen as bullying – physically, verbally, or by isolating; this is wrong and can have a long-lasting effect on others
- If you are angry and upset about something, talk about it with a trusted friend or adult, instead of taking it out on someone else.
- Speak to a trusted adult and ask for support in working on your behaviour

### **The Role of Parents:**

- Support the school's anti-bullying policy, actively encouraging your child to be a positive member of the school.
- Allow the school to resolve the problem with the bully/ies and their parents. All parents are strongly requested that they do not involve themselves in any investigation of bullying or incite their child to defend themselves using inappropriate language or behaviour.
- Contact your child's class teacher immediately if you are concerned that your child might be bullied or suspect that your child may be the perpetrator of bullying.
- Contact the Head/Deputy Head if you are not satisfied that your concerns have been dealt with appropriately. Parents will be asked to come into a meeting to discuss the problem.
- Ensure that your child continues to attend school regularly and punctually.

### **The Role of Staff:**

Staff will

- Be vigilant to noticing changes in behaviours and attitudes which might indicate a child is experiencing bullying.
- Be alert to possible bullying situations, particularly exclusion from friendship groups.
- Be alert to the social dynamics in their class.
- Be available for pupils who wish to report bullying.
- Respond promptly, calmly, impartially and consistently to all allegations and incidents of bullying.
- Give all those involved in an incident the opportunity to be heard.
- Refrain from stereotyping when dealing with bullying.
- Protect and support all children involved whilst allegations and incidents are investigated and resolved.
- Investigate and where appropriate, report an act of bullying to the Headteacher.
- Ensure appropriate support and restorative work is in place.
- Understand the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Report any instances of bullying using the electronic CPOMS system once they have been approached by a pupil for support.

### **The Role of the Headteacher:**

- Review and amend this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.

- Oversee records on the electronic CPOMS system, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Arrange appropriate training for staff members.

### **The Role of the Governing Board**

- Evaluate and review this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensure that the school adopts a tolerant and open-minded policy towards difference.
- Ensure that the school is inclusive.
- Analyse any bullying data to establish patterns and review this policy in light of these.
- Appoint a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.

### **Preventative Strategies used in school:**

- Using assemblies to reinforce key messages around anti-bullying, including participation in Anti-Bullying Week.
- Undertaking pupil voice work to monitor the effectiveness of the anti-bullying policy.
- Raising awareness of cyber bullying through our computing curriculum and online safety activities.
- Support around relational conflict to prevent escalation and/or subsequent bullying.
- Group/individual support available for any individual who is experiencing difficulties.
- Continuous monitoring and regular review of playground provisions.
- Using praise and rewards to encourage and reinforce good behaviour.
- Implementing consequences and restorative approaches to correct undesirable behaviours.
- Encouraging the whole school community to model appropriate behaviours towards each other.
- Building strong relationships with children allowing them to speak openly to trusted adults.
- Information, including school policies and external agency resources, are shared with children and parents via a range of methods, including the school website and parent newsletter.
- Staff are alert to the possibility that bullying behaviours might take place. They encourage children to discuss any such problems and listen sympathetically when they do.
- Children are positively encouraged to inform teachers if they feel that they are experiencing bullying.

### **Procedures**

1. Incident is reported to a member of staff.
2. Member of staff (if not child's class teacher) to bring incident to the attention of the child's class teacher.
3. Class teacher to investigate incident by speaking to the children involved.
4. If the allegation is founded as bullying, the class teacher will report the incident to the Headteacher, who will record the incident in the Bullying Log. If it is found to be a behaviour incident other than bullying, it is dealt with according to the Behaviour Policy.
5. The Headteacher will investigate the incident, including holding discussions with pupils. Parents/carers will be informed and will be asked to come in to a meeting to discuss the problem.
6. The Headteacher, together with the Deputy Headteacher, will put a strategy in place and monitor it with the class teacher (over a 4 week period initially). With this in place the bullying behaviour and/or any threats of further bullying should stop.
7. Provision will be put in place to help the bully (bullies) change their behaviour.

### **Outcomes**

- If possible, the pupils will be reconciled.
- After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

- The school will provide a safe haven for the victim during school hours if requested.
- The school will work with the victim to raise self-esteem.
- The school will work with the bully (bullies) to change his/her/their behaviour.
- If the bullying continues the bully (bullies) will be dealt with by the Headteacher and, in serious cases, suspension or even exclusion will be considered.

## Appendix One

### Forms of Bullying (terminology)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying based on another person's gender identity or gender presentation, or for not conforming to dominant gender roles.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

### Child-on-child Abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

To prevent child-on-child abuse and address the influence that society can have on behaviour, the school will educate pupils about abuse, its forms, the importance of discussing any concerns, and of building and maintaining positive and respectful relationships through PSHE education and assemblies.

Our response will be a measured one and will take account of a child's age, stage of development and understanding. Our focus will be on teaching acceptable behaviours, responses, understanding and positive attitudes rather than on punishment.

All staff will:

- Be aware that pupils of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that, just because it is not being reported, does not mean it is not happening.
- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never tolerate abuse as “banter” or “part of growing up”, and will never justify sexual harassment, e.g. as “boys being boys”, as this can foster a culture of unacceptable behaviours and one that risks normalising abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment in particular can take many forms, including but not limited to:

- Telling sexual stories, making sexual remarks, or calling someone sexualised names.
- Sexual “jokes” or taunting.
- Deliberately brushing against someone.
- Displaying images or video of a sexual nature.
- Online sexual harassment, e.g. creating or sharing sexual imagery, sexual comments on social media, or sexual coercion or threats.

Pupils will be made aware of how to raise concerns; this includes the process for reporting concerns about friends or peers. If a pupil has been harmed, is in immediate danger or is at risk of harm, a referral may be made to children’s social care, where the DSL deems this appropriate in the circumstances.

All staff will be aware and sensitive towards the fact that pupils may not be ready or know how to tell someone that they are being abused. Pupils being abused may feel embarrassed, humiliated, scared, or threatened.

More information on the school’s approach to preventing and managing instances of child-on-child abuse can be found within the Child Protection and Safeguarding Policy.

## **Cyberbullying**

Cyberbullying can take many forms, can target more than one person, and can go even further than face-to-face bullying by invading personal space and home life. It can take place across age groups and target pupils, staff and others.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Using the victim’s phone to harass others, to make them think the victim is responsible
- Threatening or bullying emails, possibly sent using a pseudonym or someone else’s name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

The school has a zero-tolerance approach to cyberbullying. The school views cyberbullying with the same severity as any other form of bullying.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the content is of a sexual nature the police will be contacted. Staff will not view this content but will secure the mobile device for the police to deal with (if this is a device within school).