


## Anti-Bullying Policy

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PARTNERSHIP OF SCHOOLS

## **Our Aim**

Shalford Primary School is committed to providing a safe, caring and friendly environment for our whole community where we can learn, play and communicate in a safe and supportive atmosphere which enables all children to realise their full potential.

## **Our Values**

Bullying of any kind is unacceptable in our school, where our school value of respect underpins everything we do. If bullying behaviour does occur, all children and adults should be able to report it without fear and have the confidence that all incidents will be recognised and dealt with promptly and effectively. We believe that ignoring any form of bullying is wrong. All reports of bullying must be acted upon immediately by all members of our school community (in particular, we emphasise to children that speaking to adults when inappropriate behaviour occurs is not guidance, it is an expectation). Our school will seek ways to counter the effects of bullying that may occur within school or the local community and will provide activities within the curriculum to minimise the likelihood of bullying taking place.

At Shalford Primary School, we believe that everyone who witnesses or knows about a bullying incident has a responsibility to intervene, to get help and report it. This belief is further reinforced in our school's Anti-Bullying Charter (see Appendix 1) which has been crafted by the whole school community to promote our values and response to any potential bullying behaviour.

## **The role of governors**

The Local School Committee supports the head teacher in all attempts to eliminate bullying from our school. The Local School Committee will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The Local School Committee monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying, and to report to the Local School Committee about the effectiveness of school anti-bullying strategies.

The named governor supports the school in implementing the Anti-Bullying Policy, through the action plan. They will provide an annual report for the Local School Committee to outline the school's anti-bullying work. The Anti-Bullying Policy will be reviewed annually by the Local School Committee.

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

It is the responsibility of the head teacher to implement the Anti-Bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to identify and deal with incidents of bullying. The head teacher reports to the Local School

Committee about the effectiveness of the anti-bullying policy.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

The head teacher ensures that all staff receives sufficient training to be equipped to identify and deal with all incidents of bullying.

The head teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

### **The role of staff members**

All staff will receive training on the implementation of the Anti-Bullying policy annually. The policy is available in full in the School Policy folder and on the school's website. Staff induction materials include the Anti-Bullying Policy. The staff in school takes all forms of bullying seriously and seek to prevent it from taking place. The school's values are continually referred to, in assemblies, Circle Time, lessons and when dealing with any inappropriate behaviour in school and are also displayed throughout the school. Through the PSHE curriculum and all other areas of the curriculum, including Anti-Bullying Week, all staff will support each child's learning about how to make and maintain friendships, and how to mend damaged friendships. Staff, through their professional responsibilities, model positive behaviour and actively encourage children to have respect for each other and for other people's property.

Should incidents of bullying arise teachers and support staff will record what has happened, who is involved and when and follow the whole school agreed line of reporting to deal with these incidents. A copy of the record is passed to the Head Teacher. Teachers and support staff do all they can to support the child who is being bullied and the child who is bullying, ensuring that parents/carers remain informed.

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

Parents/carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately who will follow the school's agreed procedure for dealing with issues of bullying. Parents/carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school. Advice for parents on bullying related issues is available on our school website.

### **The role of children**

Children are instructed to tell anybody they trust if they or someone else is being bullied, and if

the bullying continues, they must keep on letting people know.

The School Council members from each class in Years 1-6 are responsible for passing on information about bullying to their own class and across the school. They are also valuable in reporting any incidents of bullying that they may observe or hear about in school and incidents involving children in the local community. Children are invited to tell us their views about a range of school issues, including bullying, in the annual pupil questionnaire.

Our School Council will begin to share ideas of good practice in anti-bullying strategies with other schools in our Trust.

### **Vulnerable groups**

We are aware that in our school community there a number of children who may be vulnerable to bullying because of a perceived difference by other members of the school community. These differences, identified as protected characteristics, could be for a number of reasons such as their colour of skin, learning difficulties, disability, EAL or communication difficulties, social circumstances and gender. Our school gives children the opportunities to celebrate diversity, develop acceptance of different cultures and faiths and the different family units that exist in our community, in order to support all children, for example those who have LGBT family members. These children who form this vulnerable group are identified by close communication between all members of staff and SENCo, who will support these children. It is the role of all members of staff to monitor the situation with these vulnerable children. Staff are made aware of any vulnerable children within their class during a transfer of records meeting, so the well-being of these children can be monitored more closely and additional support can be offered if required. The Head Teacher regularly reviews the provision for these children and supports the school community to identify further strategies that can be used to support them.

Teachers have regular performance appraisal meetings and Professional Development Meetings where identification of vulnerable groups are identified and discussed. These children are then tracked and monitored by the class teachers and are reflected upon on a

Regular assemblies and PSHE sessions around anti-bullying, types of bullying (including cyberbullying) and how to keep safe and identify issues take place throughout the year. Themes are closely related to our values based learning approach here at Shalford where we explore meanings and actions around expectations on behaviour and conduct.

### **Purpose**

It is important that the whole school community agrees what bullying is. Children's perception of bullying varies from child to child, dependent on their level of experiences in the school community. Our Anti-Bullying Charter defines bullying as 'bullying is repetitive. It is hurting someone's feeling on purpose again and again. It is when someone is being unkind intentionally.'

At Shalford Primary School we define bullying as any or all of the following:

- a repetitive series of actions by an individual or group which causes long lasting fear, anxiety or harm to another person or group of people.
- verbal or physical actions which are designed to intentionally hurt and intimidate or to make the person who is at the receiving end feel unhappy, embarrassed or insecure about themselves.

What kind of behaviour constitutes bullying?

- hitting, kicking, pushing and threatening.
- nudging, whispering, sniggering, facial expressions, gestures.
- making someone do something they don't want to do.
- putting someone down (belittling or embarrassing or humiliating).
- being domineering or controlling (bossy)
- forcing someone to be your friend – making it uncomfortable or risky for them if they are not.
- making fun of someone's race, ethnic origin, faith, culture, religion, name, appearance, accent or family.
- making sexist or sexually abusive comments.
- using homophobic language as insults, putting people down on the basis of sexuality or the sexuality of family members.
- online or cyber bullying e.g., posting offensive messages on websites or chat rooms, sending offensive text messages or emails or bullying the victims via their mobile phones. Our school Acceptable use of Internet and Digital Technology Policy and curriculum will provide opportunities for children to learn about safe use of the internet and social media, such as WhatsApp or Roblox. Annual workshops for parents will also enable parents to further support their child.
- Any unfavourable or negative comments, gestures or actions made to someone relating to their disability or special educational needs.

Staff, parents/carers, children and governors of the school have this same shared understanding of what constitutes bullying.

### **What kind of behaviour is not bullying?**

Often incidents happen between children, which cannot be deemed as bullying, although the children involved may have a different perception of the situation/event. Such incidents will be addressed using the restorative approach, where children are encouraged to settle misunderstandings or disagreements through discussion so leading to a mutual peaceful agreement. A shared understanding of what bullying means is vital and should be addressed through assemblies, PHSE, School Council and the consistent demonstration of our core values throughout every aspect of school life by all members of our school community. These can include:

- occasional loss of temper.
- hurting by accident.

- teasing or having a joke which is received in good spirit.
- falling in and out with friends.
- minor disagreements.
- not being friends with someone, not inviting someone to your party.
- a disagreement or battle between two people of equal strength or qualities.

### **Recognising Bullying**

We recognise that when bullying takes place, some or all of the following features may be present:

- it is constant, frequent or repetitive. It is deliberate.
- it is often accompanied by a threat not to tell.
- it is not always obvious who the bully is or might be. It can be a group of people, sometimes led by a bully
- it is often focused on individual differences (colour of skin, size, ability, home circumstances).
- it can be emotional or psychological (for example whispering about someone, excluding them from a group, staring and laughing.)
- it is often subtle and not easily detected by adults who could respond.
- the bully is usually seen to be more powerful or empowered than the receiver (either by being stronger, bigger, older, and cleverer or by belonging to a majority group).

Above all, at Shalford Primary School our approach to bullying will be defined by how the receiver feels, not by what the bully intended.

In our school the person who feels bullied will be called the receiver and the person who is bullying will be called the bully. Both the receiver and the bully will need the support of the whole school community to resolve the situation and ensure that both parties feel included as valued members within our school community.

Children are encouraged to 'support and report' (if you know someone has been bullied support them, but also report the incident or knowledge to an adult).

### **Ways to try to prevent bullying**

At Shalford Primary School we always seek a peaceful solution to all situations of conflict. Children are encouraged to find a peaceful solution to their issue through "talking" following a series of questions which will guide them to a friendly resolution, which is mutually acceptable to both parties. Reminders of the restorative conversations are displayed in each classroom and each child has a copy printed on a small card for quick reference. Our school values along with our commitment to the restorative approach to peaceful solution to conflict, are aimed at preventing bullying behaviour through children's raised awareness of the value of positive

learning behaviours.

Whilst restorative justice is just one aspect of anti-bullying, other preventative measures and strategies are used in all areas of learning across the curriculum in school across all key stages and the whole school ethos is based on values based learning. Through PSHE children learn that we are all different and all differences are respected and celebrated at Shalford. Children develop a greater knowledge of what is bullying, identify different types of bullying and develop a better understanding of the effects of bullying for both the victim and the bully. In computing, children learn about e-safety and cyber bullying as part of their computing lessons across the curriculum, as well as being taught discreet lessons on e-safety and cyber bullying, when using a range of social media (see Acceptable Use of Internet and Digital Technology policy).

### **Taking action**

All adults and children in our school are committed to both preventing and tackling bullying. Parents and children are encouraged to speak to any class teacher or the Head Teacher.

We will ensure that all incidents are dealt with fairly and consistently. In all incidents of bullying we will:

- follow/ ask the Restorative Approaches questions,
- gather as much information as possible straight away from the receiver and any possible witnesses.  
(We will ask for examples of cyber-bullying to be saved or screenshots to be taken).
- report the incident to the class teacher first and then Head Teacher.
- ensure that an investigation begins on the day of the reporting of the incident
- record exactly what has happened and make careful notes on each stage of the investigation.
- use a pro-forma for recording incidents to be located on our school's Bromcom system.
- make sure that all teaching and support staff know about the incident in order for them to be vigilant and responsive.
- contact parents of the bully and the receiver in order to enlist their support.  
(We will advise parents of children who have demonstrated bullying behaviour online or experienced it to review security settings on technology used at home. If necessary, discuss age limits for different social media networks, such as WhatsApp).
- enlist peer support by explaining to the whole class what has happened and what they can do to help.
- explain the consequences of the incident(s) to all parties concerned and, when appropriate, the wider community.  
(We will enlist the support of the police and ICT security expertise available to the school to talk to children involved in cyber-bullying about the legal and technological implications of their actions, including how their actions can remain recorded in networks and accessible by search engines after the

events).

## **Responding**

In all cases of bullying behaviour we will:

- show that there is a united response – this is one of strong disapproval (children and parents).
- reinforce our belief that behaviour is learned and can be changed and help the bully to change their behaviour.
- implement strategies to help this change.
- organise a Restorative Justice meeting to empower the victim to say how they feel and what they need to positively move forward with the situation – only when both parties are ready.
- involve the bully in the solution, using the principles of restorative justice (how can they help/what can they do?)
- register the bully on the school's learning support register as having an emotional and behavioural difficulty and being in need of support.
- use of mentoring in school to support both the receiver and the bully.

When we know a child in school has been bullied we will:

- respond quickly and praise the reporter.
- listen to and reassure the receiver.
- reaffirm, booster or repair their self-esteem.
- demonstrate our support by taking the matter seriously.
- negate what has been said or threatened.
- report the incident to the Head Teacher.
- create a network of support by informing friends of the receiver, child's parents and class teacher.
- teach or suggest ways the receiver might assert themselves in or respond to future incidents.
- consider training or activities for the class/school (e.g. 'Circle Time'. Drama, literature, assemblies).
- report to child's parents and ask them to monitor and report

Bullying is not tolerated at Shalford Primary School and if a child or adult refuses to acknowledge their behaviour as bullying or refuses to realise the necessity to change that behaviour, then a change of school or educational provision will be discussed and if necessary, be initiated by the Local School Committee so that we can continue to provide a caring, friendly and safe environment for all children and adults at Shalford Primary School.

## **Monitoring and Review**

It is recognised that bullying often happens in secret and is accompanied by threats not to tell. In order for us to be able to find out about bullying we will:

- ensure that the Head Teacher always respond to phone calls or letters from parents concerning bullying behaviour.
- ensure that all teaching and support staff are vigilant about responding to bullying and investigate any area of concern.
- ensure that all staff are kept informed about reported incidents and appropriate follow up procedures.
- give the School Council responsibility for monitoring bullying within school.
- give the Local School Committee and the local authority a regular report on the nature, scope and frequency of bullying incidents in our school in order to monitor and evaluate the effectiveness of this policy.

### **Monitoring, evaluation and review**

The Local School Committee will assess the implementation and effectiveness of this policy. The policy will be promoted and implemented throughout our school.

This Policy will be reviewed by the Local School Committee on a yearly cycle.

Adherence to the policy will be monitored by the School's Local Committee.

Policy adopted:	Autumn Term 2025
Other related policies:	Behaviour and Relationships Policy Safeguarding, including Child Protection Policy
Next review:	Autumn Term 2026

## **Appendix**

### **Shalford Primary School Anti-Bullying Charter**

Any Anti-Bullying policy must involve the commitment of all members of the school community.

All children in our school have contributed to this policy through their collaborative drafting of our Anti-Bullying Charter. This Charter has been shared with all members of our community and copies are available on request.

Our School Council will constantly review our current policy and charter and we will aim to redraft our charter every two years to ensure that we reflect the views of children currently within the school.

### **Extract from the Anti-Bullying Charter**

At Shalford Primary School, we do not tolerate bullying; we will stand up for our right to be safe and happy in our learning at school. Our values ensure that bullying does not go undetected or unchallenged.

At Shalford:

- we are part of a community: together we achieve more.
- we understand and respect every one's differences; treating everyone fairly and equally.
- we will always tell an adult or friend when we feel there is a problem.
- we won't be tempted to fight back with words or actions.
- we are prepared to talk about problems; to resolve them by listening to all the points of view within the dispute fairly.
- we will work together to help the receiver as well as the bully.
- we will accept support to help us to always show kind and respectful behaviour.