



# Anti-Bullying Policy

Created/Revised:	June 2025
By:	D Wheeldon
Review Details:	Updates/minor changes
Review Date:	June 2027
Approved by Governing Body:	Review July 2025



## ANTI-BULLYING POLICY

At the Village Primary School we believe that everyone in the school community has the right to learn and to teach in a supportive and caring environment without fear of being bullied.

At Village Primary School we have the following policies in place that should be read in conjunction with this policy:

- Child Protection Policy
- Anti-Bullying Policy
- Online Safety Policy - including acceptable use

### AIMS OF THE POLICY

- To raise awareness of bullying issues
- To ensure incidents of bullying are effectively and seriously managed
- To provide safe, caring classroom and playground environments
- To give children the strategies and confidence to seek support

### DEFINITION OF BULLYING

Bullying is deliberately hurtful behaviour that can be repeated over a period of time and where it can be difficult for victims to defend themselves.

- **Repetition:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
- **Intent:** The perpetrator means to cause verbal, physical or emotional harm or can be done online; 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.

Bullying can include;

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites



We encourage children to tell an adult if they see or witness bullying in any form. There is a culture of vigilance and issues are addressed immediately.

Vulnerable pupils are more likely to be the targets of bullying due to the attitudes and behaviours some young people have towards those who are different from themselves. Vulnerable pupils may include, but are not limited to:

- Pupils who are adopted.
- Pupils suffering from a health problem.
- Pupils with caring responsibilities.
- Pupils from socioeconomically disadvantaged backgrounds.

Pupils with certain characteristics are also more likely to be targets of bullying, including, but not limited to:

- Pupils who are LGBTQ+, or perceived to be LGBTQ+.
- Black, Asian and minority ethnic (BAME) pupils.
- Pupils with SEND.

**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 of 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.

## **RESPONDING TO INCIDENTS OF BULLYING**

- Bullying will not be tolerated so everyone needs to be aware of the procedures to follow.
- A positive culture of support within school must be positively encouraged at every opportunity.
- The school council should be actively involved in this process.
- Village Primary School will continue to promote the Friendship and Buddy Systems.
- All staff should be informed of any serious cases of bullying.
- School will respond to any bullying – including online bullying which impacts on children outside school and where appropriate we may seek support from external agencies.
- All incidents of bullying should be reported and recorded on CPOMS.



## **RESPONSIBILITIES, PROCEDURES AND ROLES**

### **Pupils:**

- Inform a member of staff if they see/hear another child at school who is being bullying or are a victim of bullying.
- They may bring parents or a friend to discuss their worries.
- Not making counter-threats if they are a victim of bullying.
- Walking away from dangerous situations and avoiding involving other pupils in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

Together the child and teacher may choose one of more of these options:

- To talk to another member of staff to support.
- Think of ways to deal with it.
- The teacher may talk to both children involved.
- The teacher may talk to the person upsetting them alone.
- The teacher may talk to the class about the problem without naming anyone.
- It may be reported to Team Leader / Head Teacher.
- Decide to follow up at a later date to see if the problem has been resolved.

### **Parents:**

***Parents play a vital role in supporting a safe and respectful environment. To prevent and respond to bullying effectively, we ask parents to;***

- Inform their child's teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Support your child to resolve conflict and manage disagreements calmly and constructively. Responding with aggression can escalate the situation and may result in consequences.

**Bullying is a serious concern and we want to ensure it is addressed appropriately and effectively. To help us respond in the best way possible we ask that parents follow the school's reporting procedures.**

- **Class teacher**- They work closely with your child and are able to address issues promptly. They can monitor the situation and respond to concerns.
- **Team Leader/ Assistant Head** – If the concern continues they are the next point of contact. If the issue remains unresolved further investigation will take place.
- **Head Teacher** – Should the concern persist and remain unresolved

By adhering to this approach, concerns can be managed in a timely manner and ensures all staff involved are informed and able to contribute to a resolution.

### **Teachers / Team Leader / Assistant Head**

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.
- Being aware of contextual safeguarding and areas for bullying.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the DSLs of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.



- Reporting any instances of bullying once they have been approached by a pupil for support.
- Corresponding and meeting with parents where necessary.
- Providing a point of contact for pupils and parents when more serious bullying incidents occur.

#### **The Head Teacher**

- The Head Teacher will decide on the action to take but this may involve:
- Speaking to both the pupil being bullied and the pupil who is bullying.
- Speaking to parents.
- Accountability for actions
- Making sure the pupil who was bullying understands the consequences of their actions.
- Keeping a report of all reported incidents on CPOMS,
- The situation will be monitored and reviewed at a later date to see if the situation has been resolved.
- Arranging appropriate training for staff members.

#### **The Governing Body**

- Evaluating and reviewing 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.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Appointing a safeguarding link governor (Stephen Felgate) who will work with the DSL (Debbie Wheeldon, Jordan Mansell) to ensure the policies and practices relating to safeguarding are being implemented effectively.

#### **PREVENTION**

The school will clearly communicate a whole-school commitment to addressing bullying.

All members of the school will be made aware of this policy and their responsibilities in relation to it.

All staff members will receive training on identifying and dealing with the different types of bullying.

All types of bullying will be discussed as part of the relationships and health education curriculum, in line with the PSHE and RSHE.

Staff will encourage pupil cooperation and the development of interpersonal skills using group and pair work. Diversity, difference and respect for others will be promoted and celebrated through various lessons. Opportunities to extend friendship groups and interactive skills will be provided through participation in special events, e.g. drama productions, sporting activities and worship.

Seating plans may be organised that prevent contact within class and around school. Potential victims of bullying will be placed in working groups with other pupils who do not abuse or take advantage of others.

The teacher and staff in school will make every reasonable effort to supervise the child and intervene to prevent inappropriate contact. They will speak to pupils to find out the cause of any problems and, ultimately, stop any form of bullying taking place.

Pupils deemed vulnerable will talk to their teacher to ensure any problems can be actioned quickly.

The school will be alert to, and address, any mental health and wellbeing issues amongst pupils, as these can be a cause, or a result, of bullying behaviour. An agency called Trailblazer (Alliance) can support children or classes on relationships and emotions.

The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development is not negatively influenced by outside factors, e.g. mental health issues.



## **SANCTIONS**

If the headteacher is satisfied that bullying did take place, the perpetrator will be helped to understand the consequences of their actions and warned that there must be no further incidents. The headteacher will inform the perpetrator of the type of sanction to be used in this instance, e.g. avoid contact or future sanctions if the bullying continues.

If possible, the headteacher will attempt reconciliation and will obtain an apology from the perpetrator. Discretion will be used here; victims will never feel pressured into a face-to-face meeting with the perpetrator.

Parents are informed of bullying incidents and what action is being taken.

All school staff have a responsibility to take reports and observations of bullying seriously. When instances of bullying occur, staff are expected to respond promptly, sensitively, and in line with the school's behaviour and safeguarding policies.

All staff involved in managing instances of bullying will be aware that taking disciplinary action and punishment alone is not always the most effective response. Staff should use their professional judgment to determine the most appropriate course of action, which may include:

- Restorative approaches
- Mediation between pupils
- Increased supervision or support
- Involvement of pastoral or wellbeing teams
- Behaviour interventions focused on promoting empathy, responsibility, and respect

The aim is not only to stop the bullying behaviour but also to encourage positive behavioural change and promote a culture of inclusion and respect. The long-term goal is to support both the child affected and the child displaying the behaviour in making better choices and to refrain from abusive and bullying behaviours in the future.

The class teacher and staff will monitor the pupils involved.

The school will try to rehabilitate children who show signs of harmful behaviour, and will not exclude pupils unless as a last resort – where there have been serious or consistent incidents of bullying, the school will act in line with the Exclusion Policy.

## **SUPPORT**

In the event of bullying, victims will be offered the following support:

- Emotional support and reassurance from the school
- Reassurance that it was right to report the incident and that appropriate action will be taken
- Emotional Therapy Support from Trailblazer / Alliance if appropriate.
- Liaison with their parents to ensure a continuous dialogue of support
- Advice not to retaliate
- Advice on aspects of online safety, in the event of cyberbullying, to prevent re-occurrence, including, where appropriate, discussion with their parents to evaluate their online habits and age-appropriate advice on how the perpetrator might be blocked online
- Discussion with their parent on whether police action is required (except in serious cases of child exploitation or abuse where the police may be contacted without discussion with parents)

The headteacher will carefully consider in each instance of bullying that is handled whether it is appropriate to prevent further occurrences where necessary.

The school will work with the perpetrator regarding any underlying mental health or emotional wellbeing problems.

## **FOLLOW-UP SUPPORT**

The progress of both the perpetrator and the victim will be monitored by their class teacher. One-on-one sessions to discuss how the victim and perpetrator are progressing may be appropriate.

Pupils who have been bullied will be offered support to check whether the bullying has stopped. The victim will be encouraged to tell a trusted adult in school if bullying is repeated.



Pupils who have bullied others will be supported in the following ways:

- Receiving a consequence for their actions
- Being able to discuss what happened
- Being helped to reflect on why they became involved
- Being helped to understand what they did wrong and why they need to change their behaviour
- Appropriate assistance from parents

In cases where the effects of bullying are so severe that the pupil cannot successfully reintegrate back into the school, the headteacher will look to transfer the pupil to another mainstream school with the consent and involvement of the pupil's parents.

Where a pupil who has been the victim of bullying has developed such complex needs that alternative provision is required, the pupil, their parents, the headteacher and DSL will meet to discuss the use of alternative provision.

### **BULLYING OUTSIDE SCHOOL**

Staff will remain aware that bullying can happen both in and outside of school, and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-Child Abuse Policy.

The headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on school premises, and therefore, not under the lawful charge of a school staff member.

Teachers have the power to discipline pupils for misbehaving outside of the school premises. This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town centre.

Where bullying outside school is reported to school staff, it can be investigated and acted upon if staff feel this is the appropriate action. In all cases of misbehaviour or bullying, members of staff can only discipline the pupil on school premises, or elsewhere when the pupil is under the lawful control of the member of staff, e.g. on a school trip.

The headteacher is responsible for determining whether it is appropriate to notify the police of the action taken against a pupil. If the misbehaviour could be of a criminal nature, or poses a serious threat to a member of the public, the police will be informed.

### **Record keeping**

The Headteacher, DSL and DDSLs will ensure that robust records are kept on CPOMS this includes recording where decisions have been made, e.g. sanctions, support, escalation of a situation and resolutions.

They will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain pupils that may need to be handled, e.g. with pastoral support.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.

### **Monitoring and review**

This policy is reviewed every two years.