

Lady Bay Primary School



Anti-Bullying Policy

Reviewed By: J. Beckett

Date Reviewed: 18/09/24

Approved By:

Governors

Date: Sept 2024

Next Review Date: 09/2025

Anti-Bullying Policy

This policy for Anti-Bullying has been written to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1 September 2023) Keeping children safe in education - GOV.UK (www.gov.uk)

KCSiE 2023 states that: All staff should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of a staff induction. This includes 'measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying'.

Regardless of how a school chooses to define or respond to bullying, policies and procedures should be clearly communicated and understood by pupils, parents/carers, and staff. If incidents do occur, they should be dealt with quickly and effectively.

Incidents of bullying may be considered as 'Child-on-Child Abuse'. Please refer to NCC's Child-on-Child Abuse Guidance and Policy Template for further details.

KCSiE 2023 states that 'children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline'. It also states that these children can be 'more prone to peer group isolation or bullying (including prejudice-based bullying) than other children' and there is a 'potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs' and that they may have 'communication barriers and difficulties in managing or reporting these challenges'. Schools should be particularly mindful about these children when outlining their reporting procedures in the main body of the Anti-Bullying policy.

Introduction

At Lady Bay 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 chances and helping them to maximise their potential. We expect our pupils to act safely, and feel safe, in and outside of school – we do not tolerate any form of bullying 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. Bullying will never be tolerated at our school.

At Lady Bay Primary School, we encourage open discussions around differences between people, we actively challenge prejudice and we celebrate diversity. We adopt a contextual

safeguarding, trauma-informed and strengths-based approach to bullying and child-on-child abuse, and we are committed to working with families and outside agencies where appropriate.

Policy Development

This policy has been developed to reflect the most recent Keeping Children Safe in Education (KCSiE) Statutory Guidance (1st September 2023) and was formulated in consultation with the whole school community with input from:

- Members of staff (through staff meetings, consultations, surveys)
- Parents/Carers (through written consultations, parents evening meetings, focus groups)
- Pupils (through the School Council, RHE time in class, pupil voice)
- Governors (through governor meetings and governor training)
- Other partners (discussions with breakfast clubs, after school providers, local PCSO etc.)

This policy is available:

- Online at (<https://www.ladybay.notts.sch.uk/policies-gdpr-documents/>)
- In the school prospectus
- From the school office

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

Policy requirements:

Section 89 of the Education and Inspections Act 2006 states that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

Our Anti-Bullying Policy with the following policies:

- Safeguarding and Child Protection Policy
- Behaviour policy
- Child-on-Child Abuse policy
- Online Safety policy
- Relationships Health and Education/SRE Policy

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 Anti-Bullying strategy and approach and know the important role that they each have in preventing and tackling bullying.

The Head teacher (Steve Border) has overall responsibility for Anti-Bullying at our school. He is responsible for appointing an Anti-Bullying Coordinator and liaising with the Governing body, parents/carers, the Local Authority, and outside agencies when appropriate.

The Anti-Bullying Coordinator is the RHE Lead (Jenna Beckett). She is responsible for:

- Policy development and review (ensuring that pupils, staff, governors, and parents/carers have opportunities to contribute)
- 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 Designated Safeguarding Lead/Leads (DSL) is Steve Border and the Deputies in our school are Tracey Keane and Nicky Oakes.

Safeguarding is the responsibility of all, however all staff, parents/carers and pupils need to be aware of who to report to and how to report any safeguarding concerns.

The nominated Governors with responsibility for Anti-Bullying and Behaviour are Alison Thomas and Amy Stanhope.

Recommended definition of bullying and 'relational conflict':

Nottinghamshire schools use 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. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

We may use the term 'relational conflict' when discussing friendship fallouts or incidents occurring between pupils that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, pupils show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but schools must be aware that some do – we must bear in mind 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.

Regardless of whether an incident or situation is deemed as 'relational conflict' or 'bullying', we need to address the situation and support the pupils to resolve any negative feelings. We will monitor children following a 'relational conflict' to ensure that the situation has been resolved and does not escalate to bullying. We will challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all pupils feel supported.

Contextual Safeguarding and interventions:

Bullying can happen to any child, and it can have a significant impact on their social, mental, and emotional health. School staff should support all pupils who have experienced/are

experiencing bullying – the nature and level of support will depend on the individual circumstances and the level of need.

All staff should consider the context within which incidents and/or bullying behaviours occur. We will consider the motivations behind the bullying behaviour and whether it reveals any concerns for the safety and welfare of the perpetrator. The child who has displayed bullying-type behaviours should also be supported.

Witnessing or being a bystander to bullying incidents may also affect a child's wellbeing, school staff should proactively support those children too in processing their experiences.

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

At Lady Bay 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. Bullying can be physical, verbal, or psychological. It can happen face to face or online."

We recognise that bullying can take many forms and can affect any child. It is often motivated by prejudice against particular groups (for example on grounds of race & ethnicity, religion & belief, gender identity, sex, sexual orientation, special educational needs, or disabilities, or because a child is adopted, in care or has caring responsibilities). Bullying can be motivated by actual differences between children, or perceived differences.

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 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'.

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).

What does bullying behaviour look like?

At Lady Bay Primary 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 etc.
- Verbal – name calling, sarcasm, spreading rumours, threats, teasing, belittling
- Emotional – isolating others, tormenting, hiding books/belongings, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation, and coercion
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, exposure to inappropriate films etc.
- Online / Cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion etc.
- Indirect – can include the exploitation of individuals such as ‘false friendships’, criminal exploitation, sexual exploitation, and radicalisation
- Prejudice-related – derogatory and discriminatory language and behaviour including that which is racist, sexist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their sex, religion or beliefs, 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.

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

Our school understands that banter is an increasingly relevant part of discussions relating to bullying; however, it is important to acknowledge that banter is not inherently bullying, and it can be an important part of social bonding and friendships. At the same time, we know that some bullying in society is passed off as ‘just banter’, and we know that banter can quickly escalate to inappropriate or harmful exchanges and bullying.

Our school defines ‘prosocial banter’ as ‘playful, typically funny, teasing between friends’. Prosocial banter can occur both online and offline and includes a range of behaviours that may be verbal, physical, or information/message sharing (online). Banter can include some of bullying behaviours set out in this policy document, so it is important to distinguish between shared positive social bonding and inappropriate banter and bullying. School staff will distinguish between banter and bullying by taking careful consideration of the intention, content and topic of reported incidents.

We can make this distinction by identifying:

- The intention behind the comment and/or behaviour. Was the intention to cause harm?
- The content of the comment and/or behaviour. Does everyone understand and agree that comments or actions are banter? Was the banter wanted by the recipient? Banter is more likely to be perceived positively when it happens amongst people who are friends and share an understanding of communication and social boundaries. The social context is important to consider; for example, is it online/offline? Was the comment/behaviour in public (i.e., open for anyone to see) or private settings (i.e., a closed social network such as a WhatsApp group) with known others/strangers? It's important to also consider the size and composition of the audience, as sharing banter with larger audiences who include members outside of friendship groups can cross the line of acceptability.
- The topic of the banter. Was the topic of the banter appropriate or inappropriate? Is it a topic that the recipient has acknowledged that it is ok to banter about? Was there language, behaviours/actions or online content (e.g., pictures, emojis) used that could be considered objectively offensive such as racist, homophobic, sexist slurs.

We can support our pupils by:

- 1) Providing reporting mechanisms for pupils to encourage and enable them to speak out and address any concerns. These reporting mechanisms will already be listed, in detail, in the main body of our Anti-Bullying policy.
- 2) Encouraging pupils to feel empowered. This can be achieved by encouraging pupils to: say why they do not want other pupils to behave in a certain way, rejecting behaviour that they feel impacts negatively upon them and also stating and reinforcing their own personal boundaries.
- 3) Ensuring that pupils are aware of what banter is and that they can distinguish between positive/prosocial banter and bullying. Supporting young people to navigate the complexities of online banter through targeted lessons and assemblies - this includes promoting and championing positive friendships and social relationships as well as highlighting some of the barriers.

Further information and resources regarding banter can be found at:

- [Banter \(anti-bullyingalliance.org.uk\)](http://anti-bullyingalliance.org.uk)
- [Banter VS Bullying Lesson Plan and Presentation \(antibullyingpro.com\)](http://antibullyingpro.com)

Where does bullying take place?

At Lady Bay Primary School, we understand that bullying is not confined to the school premises. Bullying can take place 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.

Preventing bullying:

A school's response to bullying should not start at the point at which a child has been bullied. We have a variety of strategies in place to promote friendly behaviours and prevent or discourage bullying-type behaviours. 'Schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that is the right way to behave' ([Preventing and tackling bullying \(publishing.service.gov.uk\)](http://publishing.service.gov.uk)).

We will:

- Involve parents/carers – ensure that they are aware that the school does not tolerate bullying and that they know what procedures to follow if they believe their child is being bullied or is bullying. Parents/carers should feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child (Please note, even if an incident is not deemed as 'bullying' following an investigation, the pupil(s) and parents/carers may need further support. Please see information about 'relational conflict')
- Involve pupils – ensure pupils know how to report bullying and how they can play a part in preventing bullying (including their role as a bystander). Make it easy for pupils to report bullying – they must be assured that they will be listened to, and all reports will be acted on. Pupils should also feel that they can report bullying which may have occurred outside school including cyber-bullying. The Education and Inspections Act 2006 states that "Head teachers have the legal power to make sure pupils behave outside of school premises". Head teachers have the power to discipline their students for any bullying incidents outside of school 'to such an extent that is reasonable'. This includes bullying that happens anywhere off the school premises, on the way to or from school, and/or online.
- Regularly evaluate and update our Anti-Bullying approach – e.g., take account of technology developments and be mindful of the global rise in cyber-bullying. It is good practice, as with the development of all policies, to consult with all main school stakeholders, such as – pupils, parents/carers, staff, governors, and the wider community.
- Follow the school's behaviour policy and implement sanctions for incidents of bullying.
- Openly discuss differences between people which could 'motivate bullying' e.g., religion & belief, race & ethnicity, disability, gender identity, sex, sexuality, or appearance-related differences. Also discuss different family situations such as looked after children and children with caring responsibilities.
- Provide effective staff training
- Work with the wider community (such as the police, the Local Authority, or Children's Services) to agree a clearly understood approach to cases where bullying is particularly serious or persistent and where a criminal offence may have been committed.

- Create an inclusive environment – schools should create a safe environment where pupils can openly discuss the cause of their bullying, without fear of further bullying or discrimination.
- Celebrate success – this is an important way of creating a positive school ethos

How to report bullying concerns

At Lady Bay Primary School, we want pupils, parents/carers, staff, 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 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.

We have clear reporting systems for our school community. This is facilitated by 'CPOMs'. We are always available for parents/carers and have in place a range of HR policies to support staff. This includes those in the community whose children who are affected by bullying or have witnessed bullying behaviour (bystanders) or those children who show bullying behaviour. All of these groups will need support.

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 TA, the Head teacher, 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 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 both the Lower School and the Upper School buildings, where the pupils 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.

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 TA, the Head teacher, 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 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.

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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.

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) 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 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 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 GDPR (General Data Protection Regulations). This may mean, at times, that we are not able to provide or share information or updates.

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/directly to the Head teacher/to the Anti-Bullying Coordinator. 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 the school's recording system (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 etc.).

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 teacher/a member of the Senior Leadership Team. 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 the school's recording system (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.

How our school will respond to reports of bullying

At Lady Bay Primary School, 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 affected.

Our school keeps records of all reports of bullying, this information is stored on our school's recording system (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. A supportive script can be found in Appendix A.
- 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
- Liaise with the wider community if the bullying is taking place off the school premises (e.g., the Police, District Council etc.)
- 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/guardian, 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 – a DSL may then refer to the Nottinghamshire MASH
- Refer to the Nottinghamshire County Council 'Pathways to Provision' document and complete an EHAF if appropriate

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Strategies for Preventing Bullying

At Lady Bay Primary School, 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.

The strategies we use include, but are not limited to:

- Anti-Bullying week annually in November
- RHE/Citizenship lessons for all year groups (Jigsaw)
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety, such as Safer Internet Day
- School Council
- Playground monitors/leaders
- Thematic lessons and assemblies to promote equality and tackle prejudice
- End of half term, term and end of academic year celebration events
- Opportunities for pupils to share their voice and opinions – through surveys, School Council 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/counselling for identified students
- Specific initiatives for identified individuals or groups
- Parent information board and area on the school website
- Support for parents/carers
- Parent information events/information
- Support for all school staff
- Staff training and development for all staff (including lunchtime supervisors and staff who support our before and after-school clubs) including those involved in lunchtime and before and after school activities
- All staff model expected behaviour

Breaches / Complaints

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 Head teacher and Governing Body.

If a parent/carer is not satisfied with our school's actions, we ask that they follow our school's complaint policy and procedures. This is available online from our school website and on request from the school office.

Links with other policies

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

Policy	Why
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Behaviour Policy	Includes details about the rewards and sanctions
Safeguarding and Child Protection Policy	Includes information about child protection procedures and contextualised safeguarding
Child-on-child Abuse policy (previously named 'Peer-on-peer')	Includes links to bullying – specifically sexualised bullying and exploitation
Online Safety Policy/E-Safety/Acceptable Use Policy	Includes information about children's online behaviour and details about online bullying/cyberbullying
RSHE Policy	Includes information about our school's Jigsaw RSHE programme and how we teach about relationships, friendships and bullying
Equalities Policy	Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice-related language and crime and the protected characteristics
GDPR Policy	Reporting and Recording
Complaints Policy	Includes information about how to make a complaint if you are not satisfied with the school's response

Useful documents and websites

- Keeping Children Safe in Education (KCSiE) 2023: Keeping children safe in education - GOV.UK (www.gov.uk)
- Working Together to Safeguard Children: Working together to safeguard children - GOV.UK (www.gov.uk). Please note, this guidance is currently part of a government consultation: Working Together to Safeguard Children: changes to statutory guidance - Department for Education - Citizen Space
- Preventing and Tackling Bullying 2017: Preventing bullying - GOV.UK (www.gov.uk)
- Equality Act 2010 guidance: Equality Act 2010: guidance - GOV.UK (www.gov.uk)
- Education and Inspections Act 2006: Education and Inspections Act 2006 (legislation.gov.uk)
- Statutory Guidance: Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk)
- Nottinghamshire Safeguarding Partnership (NSCP) Policy, Practice and Guidance : Nottinghamshire Safeguarding Children Partnership
- Nottinghamshire Schools' Portal – Tackling Emerging Threats to Children (TETC) pages: * Anti-Bullying * | NCC Schools Portal (nottinghamshire.gov.uk)
- Anti-Bullying Alliance website for information about bullying, Anti-Bullying week, whole school approaches etc.: Anti-Bullying Alliance
- Nott Alone website – separate pages of information for children and young people, parents and carers and professionals: Bullying | NottAlone
- PREVENT Duty Guidance (April 2019)

Monitoring and Review

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

Date approved by the Governing Body: 22/09/24

Date to be reviewed: 22/09/25

Appendix A: supportive script for adult in charge of investigation

WHAT HAPPENED?

Exactly where and when did the bullying take place?

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time?

(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time?

(If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime, supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it)

Do you know the names of the people who bullied you?

(Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place?

(This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered)

Can you remember exactly what happened or what was said?

What happened next?

Has this happened before?

What would you like to happen now?

This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

WHAT HAPPENED?

Exactly where and when did the bullying take place?

Draw a picture if it helps (if outdoors, there may be CCTV or similar to refer to)

Were there any other young people around at the time?

(If the young person can draw or describe where bystanders were, this will be useful information to support further investigation)

Was there an adult around at the time?

(If the young person can draw or describe where the adult was standing, this will also be useful information to support further investigation... especially in the case where the adult present (say, a lunchtime supervisor for example) may not have considered the behaviours observed as "bullying", and failed to report it)

Do you know the names of the people who bullied you?

(Some schools have pictures of all learners readily to hand in order to help children identify others. If identification is still a problem, ask them to describe the individuals as best as possible)

What were you doing before the incident took place?

(This is important. It may be that the young person was doing nothing provocative. However, in some cases, such as learners with autism or ADHD, their own behaviours may be been misconstrued and triggered)

Can you remember exactly what happened or what was

said?

What happened next?

Has this happened before?

What would you like to happen now?

This is an important question. The views of the young person who is being bullied must be taken seriously. Remember, always take the perceptions and feelings of the young person being bullied as the starting point.

