



Anti Bullying Policy

Agreed by IEB: September 2025

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Headteacher: Miss F Mawson

Lead: Miss F Mawson

1. Principles and Values

1.1 At The Grange Primary School we firmly believe that every child in our care has the right to feel safe, secure and happy in school or in off-site activities. We recognise the seriousness of all forms of bullying and the impact it can have on those involved. The ethos of our school fosters high expectations of outstanding behaviour. We recognise the value of talking about bullying and of equipping pupils with strategies for dealing with bullying should they encounter it.

1.2 All members of the Governing Body, staff, pupils and parents should have a joint understanding of what bullying is and what the school's procedures are for responding to bullying. Information will be shared on the school website, through regular events and/or workshops for parents/carers.

1.3 As a school we take bullying seriously. Pupils, staff and parents and anyone associated with the school should be assured that we do not tolerate bullying and that they will be supported when such behaviour is reported.

1.4 A culture of high expectations for behaviour, respect, self-discipline, cooperation, and positive relationships is promoted (drawing also from the Relational Behaviour Policy).

1.5 This policy has been devised in-line with the statutory regulations set out in Keeping Children Safe in Education, 2021. It links with other school policies practices and action plans including:-

- Safeguarding and Child Protection Policy
- Relational Behaviour Policy
- Complaints Procedure
- Computing and Online Safety Policy
- Curriculum, Teaching and Learning Policy
- Whistleblowing
- Mental Health and Wellbeing Policy
- Equality Statement
- SEND Policy

1.6 Bullying of staff by pupils, parents or colleagues, is unacceptable. Where this occurs the Governors and Headteacher will follow the appropriate policy. Anyone feeling aggrieved will be encouraged to follow the procedures outlined in the Complaints and Whistleblowing Policies.

2. Definition of Bullying

2.1 There is no universally accepted definition of bullying and sometimes parents / carers and children can get confused between what is bullying and what is a friendship fall out or relational conflict between children. The following provides a very simplistic guide to some of the differences between bullying and relational conflict.

2.2 Relational Conflict / Unkind Behaviour :

- Happens occasionally
- Accidental

- Equal Power
- Remorseful
- Effort to solve problem

2.3 Bullying is “Behaviour by an individual or a group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” (DfE Preventing and Tackling Bullying, 2017)

- Repeated hurtful behaviour
- Deliberate
- Imbalance of power
- No remorse or lack of effort from the perpetrator
- No effort to solve problem

2.4 Bullying can be direct or indirect:-

- Physical - kicking, hitting, taking belongings, sexual violence
- Verbal - name calling, taunting, mocking, moderate/severe banter, making offensive comments.
- Sexual harassment
- Non-verbal – gestures, producing offensive graffiti
- Psychological - deliberately excluding people from groups, threats.

2.5 This includes the same inappropriate harmful behaviours expressed via digital devices (sometimes known as cyber bullying.) Examples could be the sending of inappropriate messages by phone, text, Instant Messenger, through websites, social media sites and apps, and sending offensive or degrading imagery by mobile phones or via the internet.

2.6 Bullying behaviour is deliberately hurtful and ongoing. (It is not the same as random unprovoked aggressive acts.) It is unequal and difficult to counteract by the person being bullied as it involves a power imbalance. The imbalance of power can manifest itself in several ways:-

- physical - size of people involved, number of people involved
- psychological – knowing what upsets someone and deliberately doing it
- socially – deliberately isolating someone

It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online.

2.7 Low level disruption, offensive language, banter and horseplay will be challenged. Where this occurs clear expectations of behaviour will be set to prevent negative behaviours escalating.

2.8 An act, or acts, of bullying can take place at any time in or outside school premises or hours. This policy will apply at any point whilst a child is a registered pupil at our school. All staff are trained to be vigilant about all forms of bullying and/or peer abuse.

3. Forms of Bullying

3.1 Bullying can manifest in various ways. This policy covers all types of bullying including:-

- **Physical:** Hitting, kicking, pushing, taking belongings.
- **Verbal:** Name-calling, sarcasm, spreading rumours, teasing, threats.
- **Non-verbal/Emotional/Psychological:** Exclusion, ignoring, intimidation, controlling, manipulative, threatening gestures, manipulation, offensive graffiti.
- **Cyberbullying:** Cyberbullying involves the use of technology (internet, mobile phones, social media, apps, games) to deliberately upset, threaten, or humiliate someone. Examples include abusive texts/emails, hurtful messages/images online, imitating others, exclusion from online groups. This can happen anywhere, anytime, and the impact can be significant.

4. Bullying related to Protected Characteristics

4.1 Bullying can happen to anyone. Bullying can target individuals based on perceived differences or specific characteristics, including:

- Bullying relating to **Race, religion, culture, or nationality** - derogatory assumptions or generalisations about colour of skin, accent or the way they talk, ethnic grouping, references to terrorism, dress, generalisations about religion, religious taunts and intolerance. etc.
- Bullying relating to **Special Educational Needs (SEN) or disability** - learning difficulties or being gifted/talented
- Bullying relating to **Perceived Differences** – the way someone looks, talks etc. appearance or health conditions.
- Bullying relating to **Sexual orientation** - derogatory assumptions that are homophobic / LGBTQ+ - ridicule, gestures,
- malicious warning others about a person, put downs, insults, etc.
- Bullying relating to **Gender identity/ Gender Stereotypes** (e.g. derogatory comments about gender)
- Bullying relating to **Sexism /Sexual Issues**– unwanted physical contact or sexually abusive comments including sexual harassment and sexual violence.
- Bullying relating to Home circumstances (e.g., **young carers, child in care or adopted**).

4.2. The school acknowledges its duties under the Equality Act 2010 and recognises that the list above is not exhaustive. Bullied because of other reasons i.e. jealousy, friendships will also be dealt with in accordance with the schools anti bullying procedures.

5. The Importance of Responding to Bullying

5.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving. The school will take necessary steps to assist this change in behaviour including disciplinary action.

5.2 A proactive approach to identify and act upon potential signs of bullying will help in dealing with issues prior to them being formally raised. The signs and behaviours (below) could indicate other problems, but bullying should be considered a possibility and should be investigated.

5.3 Other signs may be present which are not mentioned here:-

- Frightened of walking to and from school
- Does not want to go to school by public/school transport
- Changes their school routine
- Begins to truant
- Becomes withdrawn, anxious or lacking in confidence
- Cries themselves to sleep at night
- Has nightmares
- Feels ill in the morning
- School results begin to drop
- Has possessions which are damaged or go missing
- Comes home starving
- Frightened to say what is wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber message is received

6. Procedures for dealing with Bullying

6.1 **Investigation:** All reports will be investigated promptly and fairly by appropriate staff (e.g. class teacher, key stage lead, anti-bullying lead).

6.2 **Recording:** Incidents and outcomes will be recorded consistently (e.g., on CPOMS).

6.3 **Response & Support:**

6.31. **Pupils who have experienced bullying behaviour will be:**

- Given an immediate opportunity to discuss the experience with an adult whom they feel safe with and whom they find easy to talk to.
- Offered reassurance to ensure that the pupil feels safe again.
- Consulted on a program to help build-up their self-esteem, confidence and resilience with a member of the pastoral team (if appropriate.)
- Referred to a buddy/peer mentor (if appropriate.)
- Be informed about the outcome of the investigation into their concerns.
- Referred to Children's Services where appropriate (e.g. where there are safeguarding concerns.)

6.32 . **Pupils who have engaged in bullying behaviour will be:**

- Given an opportunity to discuss what happened with an adult and explain why they became involved.
- Offered time to help them reflect on their behaviour and understand the harm that they have caused through 1:1 education and restorative practices. Support and interventions will be provided for the child engaging in bullying behaviour to help them understand the impact and change their behaviour, considering any underlying needs (e.g., SEMH, SEND). This is to ensure they can make an informed choice to avoid bullying behaviour in the future.
- Pupils will be Informed that their parents/carers will be involved to support with changing the attitude and behaviour of the pupil.
- Referred to other agencies (if appropriate) including the Police and Children's Services to support a change in behaviour.
- Invited to attend a mediation (restorative practice) meeting with the pupil who experienced the bullying to resolve issues and prevent recurrence. Changing the attitude and behaviour of pupils who engage in bullying behaviour will be part of the positive procedures used by the school.

6.33 Parents of all involved children will typically be informed and involved.

6.4 Consequences / Persistent Bullying

Consequences will be applied fairly and consistently, often using a graduated response. However the school recognises that consequences may also have to be applied with pupils who continue to show bullying behaviour. Further actions for persistent/severe bullying may include behaviour contracts, external agency involvement, or formal disciplinary measures in line with behaviour/exclusion policies.

If a pupil continues to share that they are being bullied, they will be provided with a diary to record this. For younger children or those with special educational needs and/or disabilities support will be given. Staff and Governors will decide next steps for pupils who persist in bullying behaviours in-line with other school policies.

7. Prevention / Anti Bullying Education in the Curriculum

7.1 At The Grange Primary School we use a variety of methods to support pupils in preventing and understanding the consequences of bullying:-

- PSHE, Jigsaw
- Relationships and Sex Education lessons
- Spiritual, Moral, Social and Cultural (SMSC) curriculum
- School vision and assembly themes
- Class assemblies
- Anti-bullying week
- Safer Internet Day
- Online safety lessons
- Friendship fallouts and restorative practice lessons
- Cross-curricular themes in other curriculum areas (English, Drama, History)
- School awards
- Buddy / peer mentors,
- Mental Health and Wellbeing Ambassadors
- Worry monster, bubble time, I need to talk box
- Outside speakers and theatre companies
- 'No more' resources
- No Outsiders resources
- Heads Up Kids relationships resources
- Integrated personal development curriculum

7.2 The PSHE lead is responsible for initiating and developing an anti-bullying programme as part of the curriculum. Other appropriate staff are responsible for delivering the anti-bullying materials to members of the school community as part of a planned programme of study.

- **Ethos:** Fostering a school culture of respect, responsibility, positive relationships, and inclusivity (using approaches like Thrive and Restorative Practice).
- **Curriculum:** Embedding anti-bullying education through PSHE, RSE, assemblies, specific lessons (e.g., online safety), themed weeks (Anti-Bullying Week, Safer Internet Day), and cross-curricular opportunities.
- **Pupil Voice:** Involving pupils through school councils, surveys, peer support schemes, and developing class charters/rules.
- **Environment:** Ensuring a safe, calm, and well-supervised environment.

- **Staff Training:** Ongoing training on anti-bullying strategies, relational approaches, and identifying vulnerable children.
- **Parental Involvement:** Sharing information via the website, workshops, and encouraging open communication.

8. Roles and Responsibilities to foster an Anti Bullying School Culture

8.1 As a school community we can work together to prevent bullying. We are a TELLING school. We encourage and support all members of our school community to report bullying. Pupils may not be aware that they are being bullied due to their age, level of special educational need or vulnerability. It is the responsibility of the school community to be vigilant and ensure that all our pupils feel and are safe. These roles and responsibilities are defined below.

- **Governors/Trustees:** Responsible for adopting and reviewing the policy. Designate a governor to lead on behaviour and attitudes.
- **Headteacher/SLT:** Responsible for policy implementation, ensuring staff training, and designating an anti-bullying lead.
- **Anti-Bullying Lead:** Coordinates anti-bullying work, manages records, supports staff. The staff member responsible for this is the PSHE lead.
- **All Staff:** All staff are trained to be vigilant and are responsible for promoting the policy, responding to incidents, modelling positive behaviour, and recording concerns. If bullying is reported to a member of staff they will record the details as presented to them on CPOMS and pass these on to the anti-bullying lead(s). In line with the schools safeguarding procedures, no promise of confidentiality can be given. During the investigation, care must be promoted for the pupil who perceives themselves as being bullied as well as the alleged pupil showing bullying behaviour. Time out / reflection time may be used if deemed appropriate during the investigation.
- **Pupils:** Responsible for behaving appropriately, reporting bullying (themselves or others), and participating in prevention activities.
If a pupil thinks they are being bullied they must tell an adult that they trust (parent, member of staff) or use the anti-bullying system (worry monster or buddy / peer mentor.)
They must be able to explain what form the bullying is taking and how it affects them. Pupils who witness bullying or an incident which they feel may be bullying must tell an adult, parent, member of the pastoral team or other member of staff
- **Parents/Carers:** Parents are responsible for supporting the policy, encouraging reporting, working collaboratively with the school, and modelling positive behaviour. Parents should contact the school (e.g, class teacher) if they suspect bullying. Parents should be prepared to talk about the signs and symptoms that they have observed and any suspicions they have about those carrying out the bullying. Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves is likely to make the matter worse. Parents should encourage their child to talk to an appropriate member of staff in the first instance. Parents should encourage online safety practices at home.

9. Complaints

9.1 If a parent or carer is dissatisfied with the response made by the school following a reported incident of bullying, s/he may make a complaint in accordance with the School's Complaints Policy.

10. Monitoring and review

10.1 Bullying incidents and the policy's effectiveness will be monitored (e.g., through incident logs, surveys). The Governors will review this policy every 2 years and assess its implementation and effectiveness. The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning for school improvement.

11. Supporting Organisations and Guidance

Anti Bullying

- Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
- Childline: www.childline.org.uk
- DfE: "Preventing and Tackling Bullying: Advice for Headteachers, staff and governing bodies" and "Supporting children and young people who are bullied: Advice for schools" November 2014
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- DfE: "No health without mental health"
<https://www.gov.uk/government/publications/no-health-without-mental-health-a-cross-government-outcomes-strategy>
- Family Lives: www.familylives.org.uk
- Kidscape: www.kidscape.org.uk
- MindEd: www.minded.org.uk
- NSPCC: www.nspcc.org.uk
- PSHE Association: www.pshe-association.org.uk
- Restorative Justice Council: www.restorativejustice.org.uk
- The Diana Anti-bullying Ambassador Award: www.diana-award.org.uk
- Victim Support: www.victimsupport.org.uk
- Young Minds: www.youngminds.org.uk
- Young Carers: www.youngcarers.net

Cyberbullying

- Childnet International: www.childnet.com
- Digizen: www.digizen.org
- Internet Watch Foundation: www.iwf.org.uk
- Think U Know: www.thinkuknow.co.uk
- UK Safer Internet Centre: www.saferinternet.org.uk

LGBT

- EACH: www.eachaction.org.uk
- Pace: www.pacehealth.org.uk
- Schools Out: www.schools-out.org.uk
- Stonewall: www.stonewall.org.uk

SEND

- Anti-bullying Alliance All Together School: <https://www.anti-bullyingalliance.org.uk/get-involved/become-all-together-school>
- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- DfE: SEND code of practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Racism and Hate

- Anne Frank Trust: www.annefrank.org.uk
- Kick it Out: www.kickitout.org
- Report it: www.report-it.org.uk
- Stop Hate: www.stophateuk.org
- Educate Against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srtrc.org/educational

Sexual Violence and Harassment

- Lucy Faithfull Foundation: <https://www.lucyfaithfull.org.uk/>
- Rape Crisis: <https://rapecrisis.org.uk/>
- The Blue Door: <https://www.thebluedoor.org/>
- Brook: <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>
- Stop it Now! <https://www.stopitnow.org.uk/>