Anti-Bullying Policy

Approved by Governing Body – September 2026

To be reviewed September 2029

Everyone at King Edward Primary School has a right to learn, to be respected and to be safe.

Introduction

King Edward Primary School is intent on providing a caring, safe and healthy environment for all pupils. Bullying is regarded as unacceptable and will not be tolerated.

Aims and Objectives

The aim of this policy is to prevent and deal with any behaviour deemed as bullying. To do this we will:

- Develop a shared understanding of what is and is not bullying
- Raise awareness of bullying and why some children bully
- Take positive action to prevent bullying within **P**ersonal**, H**ealth, and **S**ocial **E**ducation (PSHE) and exploit opportunities within other curriculum areas and through our extended activities outside of the school day.
- Have in place a consistent response to any bullying incidents that may occur.
- Provide support for all members of the school community who may be involved in a bullying situation

Roles and responsibilities

The Head Teacher – Has overall responsibility for the policy and its implementation. They are also responsible for liaising with the governing body, parents/carers, Local Authority and outside agencies. The Head Teacher is responsible for appointing an Anti-Bullying Coordinator who will have general responsibility for handling the implementation of this policy.

The Anti–Bullying Coordinators in our school are: Matt Petch & Jess Wetherall
The Anti-Bullying Coordinator is supported by our Family Support Worker: Katie Haycox

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Managing bullying incidents
- Managing the reporting and recording of bullying incidents
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Coordinating strategies for preventing bullying behaviour

Definition of Bullying

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 through cyberspace. http://www.antibullyingalliance.org.uk/about-us.aspx

How does bullying differ from teasing/falling out between friends or other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate.
- There is a power imbalance that makes it hard for the victim to defend themselves.
- It is usually persistent.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- physical assault
- taking or damaging belongings
- name calling
- taunting
- mocking
- making offensive comments
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images; impersonating and hacking into accounts online using internet enabled devices
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Why are children and young people bullied?

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purposes.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises and may persist outside school, in the local community, on the journey to and from school and may continue into Further Education.

The school acknowledges its responsibilities to support families if bullying occurs off the premises.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- Hacking into someone's accounts/sites
- Posting prejudice/hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our e-safety policy) and encourage good online behaviour.

Bullying can take place between:

- Young people
- Young people and staff
- Between staff
- Individuals or groups

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards lesbian, gay and bisexual people or those thought to be LGBT. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of homophobic language in our school even if it appears to be being used without any homophobic intent. Persistent use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (eg. boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour in our school and teach children to celebrate our differences. Persistent use of transphobic language or bullying will be dealt with as with any other form of bullying.

Signs of Bullying

Children may show that they are being bullied by changes in behavior:

- Frightened or unwilling to go to school
- Plays truant or runs away
- Pretends to be ill
- Begins to do less well in their school work
- Becomes withdrawn, very quiet, or starts stammering
- Becomes distressed, cries easily
- Stops eating
- Becomes bad-tempered or aggressive
- Regularly has clothes or equipment damaged
- Has possessions go "missing" or "loses" dinner or other money
- Starts stealing money
- Has nightmares or problems sleeping
- Is frightened to say what is wrong

Strategies to deal with bullying

All reports of bullying will be taken seriously and dealt with by the member of staff involved, in the following way:

Stage One - The incident will be dealt with in accordance with the behaviour policy

- If any incidents happen in teaching time, staff will follow the classroom behaviour strategies.
- If any incidents happen during play or lunch times, staff will follow behaviour strategies, such as standing with an adult for a short time.
- Support for children involved in bullying will be arranged as appropriate, for instance buddying, friendship groups, or support with the learning mentor.
- Parents will be invited into school to discuss bullying concerns involving their child. In the first instance with the class teacher, if the problem remains unresolved then the process moves to stage two.

Stage Two

- The teacher responsible for the relevant key stage will be informed.
- The parents invited into school to discuss the issues and how they can work with school to stop the bullying.
- A Deputy Headteacher will monitor the situation on a daily basis for a period of not less than four weeks
- Further instances of bullying during that time may lead to more serious sanctions being applied in line with the behaviour policy (internal exclusion; exclusion from the playground at break times for a period of time)

Stage Three

If bullying persists, the Headteacher will ask parents to come in to school to discuss the situation with them, which may ultimately result in external exclusion from school for a fixed period.

Recording and monitoring

Cases of bullying will be recorded and reported to the Headteacher. The Headteacher will report to the governing body Termly on the actions taken to reduce any bullying and the progress of strategies.

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at King Edward Primary school have developed the following strategies to promote positive behaviour and discourage bullying behaviour

1. **Curriculum/Whole-School Strategies**
   - Involvement in Jigsaw, including the Anti-Bullying unit
   - Anti-Bullying Week annually in November.
   - PSHE/Citizenship lessons and cross curriculum.
   - Specific curriculum input on areas of concern such as Cyberbullying and internet safety
   - Student Voice
   - School Council
   - Peer mentoring schemes and Playground Buddying
   - Modelling of positive relationships
   - Notes/ postcards home from class teacher regarding good behaviour
   - Working with the local PCSOs

2. Reactive programmes for vulnerable groups or groups involved in bullying.
   - Counselling and/or mediation schemes from trained staff and outside agencies
   - Small group work
   - Restorative Justice

3. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.

4. Support for parents/carers
   - Parent information distributed by leaflets, newsletters and the school website etc
   - Information available on parents' evenings
   - Information sessions ie e-safety

5. Support for all school staff
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities

Guidance for staff dealing with conflict or bullying

Listen

- Investigate the incident; do not dismiss children as 'telling tales'.
- Model the correct behaviour yourself by staying calm, speaking quietly and not shouting. Ensure your body language matches what you are saying! Remember shouting, pointing your finger or standing over children can escalate rather than de-escalate the situation.
- Ensure each party has uninterrupted speaking time. Explain that everyone will have a chance to talk but it is necessary to take turns so everyone can be heard.
- Listen without pre-judging the situation or the children involved (talk to others who may have seen it if necessary, but remember they may want to support their friends).

Feedback

- It is common for children to have different accounts of what happened. Move on and allow children to express how they feel about what has happened.
- Acknowledge (repeat back) how the other person is feeling and give each child the chance to describe their feelings about what they have done or experienced.

Making Amends

- Being allowed to speak and say how you are feeling releases a lot of the anger that has built up.
- Summarise what has been said and focus on what they agree on.
- Ask the children what they would like to happen/what they think should happen. Often the person being bullied only wants an acknowledgement that what happened was wrong and to be left alone in future.
- The 'bully' will often be harder in setting their own punishment than you would! For example, 'you've broken the rules by…., what do you think would be fair now? 'Lose my playtime for a week'.
- Remind the children that making amends is something you do, not something you just say.
- Don't set unfair or unreasonable punishments that will build resentment
- Let them know you will be monitoring the situation to ensure they keep to what is agreed.
- Ask the children to feedback how the other child feels about what has happened
- Separate the behaviour from the child (e.g. what they did was bad, rather than they are bad)

The Prevent Duty

From 1 July 2015 all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

A Prevent Duty plan is in place to protect our children from the risk of radicalisation. There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. School staff should use their judgement in identifying children who may be at risk of radicalisation and act proportionately.

By promoting the fundamental British Values, we aim to build pupils' resilience to radicalisation and enable them to challenge extremist views. It is important to emphasise that the Prevent Duty is not intended to stop pupils debating controversial issues. On the contrary, we aim to provide a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

Links with other Policies

The policies below all relate to issues surrounding bullying and should be referred to, when necessary, in relation to the Anti-Bullying policy.

Policy	**Why**
Behaviour Policy	Rewards and sanctions, codes of conduct
Safeguarding Policy	Child protection
Acceptable Use/E-Safety policy	Cyberbullying and e-safety
Equality policy	Prejudice related crime/homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response
Prevent Duty Plan	A plan to protect children from the risk of radicalisation.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, religion, disability or any special educational needs. The effectiveness of our policy is monitored and any issues dealt with immediately.

- Ensure that each child has work appropriate to his/her level of ability
- Deal with problems calmly
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs
- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of the school when they are on their way to and from school and on school trips

KING EDWARD BULLYING CHARTER

We are working with staff, pupils and parents to create a school community where bullying is not tolerated.

Our school community:

- Discusses, monitors and reviews our anti-bullying **policy** on a regular basis. Good practice suggests the policy should be reviewed on average every two years.
- Supports **staff** to promote positive relationships and identify and tackle bullying appropriately.
- Ensures that **pupils** are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.
- Reports back quickly to **parents/carers** regarding their concerns on bullying and deals promptly with complaints.
- Parents/carers in turn work with the school to uphold the anti-bullying policy.
- Seeks to learn from anti-bullying good practice elsewhere and utilises the support of the **LA and relevant organisations** when appropriate.