



# **Anti-bullying Policy**

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## **Aims**

- This policy outlines what Shenley Primary School will do to prevent and tackle all forms of bullying.
- The policy has been adopted with the involvement of the whole school community.
- Shenley Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

## **Links with other school policies and documents**

This policy links with several school policies, practices and action plans including:

- Behaviour Policy
- Complaints policy
- Child Protection policy
- Online safety policy
- Curriculum policies, such as: PSHE, citizenship and computing
- GDPR policies
- Exclusion Policy

## **Links to legislation**

There are several pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006, 2011
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

## **Responsibilities**

It is the responsibility of:

- The headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the senior leadership team has been identified to take overall responsibility.
- Governors to take a lead role in monitoring and reviewing this policy.
- All staff, including governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

## School ethos

Bullying is not tolerated at Shenley Primary School and pupils are strongly encouraged to report bullying in school so support can be put in place. There are several well- established systems within school which allow children the opportunity to report such behaviours.

Shenley Primary School's community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying, our school can help create a safe and disciplined environment where pupils can learn and fulfil their potential.

Our Community:

- Monitors and reviews our anti-bullying policy and practice regularly.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti- bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.

## Definitions

Bullying is the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore: deliberately hurtful; repeated, often over a period of time; difficult to defend against. The term bullying is therefore not appropriate when describing one off incidents, accidents, incidents without intent or friendship fallouts. Child-on-Child Abuse is defined as a serious form of bullying (abuse) between persons of a similar age and as such has wider safeguarding implications.

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours.

This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child-on-child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development. All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online.

### Types of bullying

Type of bullying	Examples (not exhaustive)
Emotional	Repeatedly being unkind, excluding, tormenting, encouraging others to be unkind
Physical	Repeatedly hitting, kicking, pushing, biting, spitting, pinching taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:  Racial; Faith-based; Gendered (sexist); Homophobic/ biphobic; Transphobic; Disability-based	Repeated taunts, gestures, graffiti or physical abuse focused on particular characteristics (e.g. gender, race, sexuality)
Sexual	Repeated 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	Repeated name-calling, sarcasm, spreading rumours, teasing, belittling, leaving someone out
Child-on-child	Refer to Section 33 of Keeping Children Safe in Education (2025).
Cyber-bullying	Repeated bullying that takes place online, such as through social networking sites, messaging apps or gaming site  For example sending nasty messages,; posting unkind content online, sharing photos or videos.

## **Bullying outside school**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on students' well-being beyond the school day. Staff, parents and carers, and students must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **Responding to bullying**

The following steps will be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the member of staff who has been approached or witnessed the concern will deal with the incident immediately.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision- making, as appropriate.
- The headteacher/Designated Safeguarding Lead (DSL) or another member of the senior leadership team will conduct an investigation. This may include interviewing all parties involved.
- Incidents will be logged on CPOMS.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and GDPR policies.
- Sanctions, as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded by the school, in accordance with existing procedures. This will include recording appropriate details regarding decisions and action taken.
- an learning, restorative or protective consequence will be put in place
- a therapeutic intervention may be offered to the victim and the perpetrator

## Cyberbullying

When responding to cyberbullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
  - looking at use of the school systems;
  - identifying and interviewing witnesses;
  - contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
  - Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
  - Requesting the deletion of locally held content and content posted online if they contravene school behavioural policies.
- Ensure that sanctions are applied to the person responsible for the cyberbullying; the school will take steps to change the attitude and behaviour of the bully, as well as ensuring access to any additional help that they may need.
- Inform the police if a criminal offence has been committed.
- Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
  - advising those targeted not to retaliate or reply;
  - providing advice on blocking or removing people from contact lists;
  - helping those involved to think carefully about what private information they may have in the public domain.

## Supporting pupils

- Pupils who have been bullied will be supported by:
  - Reassuring the pupil and providing continuous pastoral support.
  - Offering an immediate opportunity to discuss the experience with their teacher, the designated safeguarding lead, or a member of staff of their choice.
  - Being advised to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience as appropriate.
  - Working towards restoring self-esteem and confidence.
  - Providing ongoing support; this may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through Early Help or Specialist Children's Services, or support through the Child and Adolescent Mental Health Service (CAMHS).

- Pupils who have perpetrated bullying will be helped by:
  - Discussing what happened, establishing the concern and the need to change.
  - Informing parents/carers to help change the attitude and behaviour of the child.
  - Providing appropriate education and support regarding their behaviour or actions.
  - If online, requesting that content be removed and reporting accounts/content to service provider.
  - Sanctioned in line with school behaviour policy
  - Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to Early Help, Specialist Children's Services, or the Child and Adolescent Mental Health Service (CAMHS).

### Supporting adults

- Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.
- Adults who have been bullied or affected will be supported by:
  - Offering an immediate opportunity to discuss the concern with the designated safeguarding lead, a senior member of staff and/or the headteacher.
  - Advising them to keep a record of the bullying as evidence and discuss how to respond to concerns and build resilience, as appropriate.
  - Where the bullying takes place off school site or outside of normal school hours (including online), the school will still investigate the concern and ensure that appropriate action is taken in accordance with the schools' behaviour policy.
  - Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
  - Reassuring and offering appropriate support.
  - Working with the wider community and local/national organisations to provide further or specialist advice and guidance.
- Adults who have perpetrated the bullying will be helped by:
  - Discussing what happened with a senior member of staff and/or the headteacher to establish the concern.
  - Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
  - If online, requesting that content be removed.
  - Instigating disciplinary, civil or legal action as appropriate or required.



## **Preventing bullying**

### ***Environment***

The whole school community will:

- Create and support an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
- Demonstrate our school values, and follow our school rules and Behaviour Curriculum.
- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
- Recognise the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Openly discuss differences between people that could motivate bullying, such as: children with different family situations, such as looked after children or those with caring responsibilities, religion, ethnicity, disability, gender, sexuality or appearance related difference.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others.
- Be encouraged to use technology, especially mobile phones and social media, positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

### ***Policy and Support***

- The whole school community will:
  - Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
  - Regularly update and evaluate our practice to consider the developments of technology and provide up-to-date advice and education to all members of the community regarding positive online behaviour.
  - Take appropriate, proportionate and reasonable action, in line with existing school policies, for any bullying brought to the schools' attention, which involves or affects pupils, even when they are not on school premises; for example, when using school transport or online, etc.
  - Implement appropriate disciplinary sanctions; the consequences of bullying will reflect the seriousness of the incident, so that others see that bullying is unacceptable.
  - Use a variety of techniques to resolve the issues between those who bully, and those who have been bullied.

## **Education and Training**

- The school community will:
  - Train all staff to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
  - Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, events, peer support, the school council, etc.
  - Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition.
  - Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
  - Provide systematic opportunities to develop pupils' social and emotional skills, including building their resilience and self-esteem.

## **Awareness and Education**

Within the curriculum the school raises the awareness of the nature of bullying through inclusion in PSHE, circle time, assemblies, themed events (e.g. Anti-bullying Week), subject areas, in an attempt to eradicate such behaviour. Staff and other children model appropriate behaviour in particular 'dispute resolution' and peer mentoring/mediating.

- *We will:*
  - Involve pupils to ensure that they understand the school's approach and are clear about the part they play in preventing bullying.
  - Regularly canvas children and young people's views on the extent and nature of bullying.
  - Ensure that all pupils know how to express worries and anxieties about bullying.
  - Ensure that all pupils are aware of the range of sanctions, which may be applied against those engaging in bullying.
  - Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.
  - Utilise pupil voice in providing pupil-led education and support: be a 'telling' school.
  - Publicise the details of internal support, as well as external helplines and websites.
  - Offer support to pupils who have been bullied and to those who are bullying to address the problems they have.

## **Involvement and Liaison with Parents and Carers**

- *We will:*
  - Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
  - Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers including via the school website.
  - Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
  - Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.

- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our complaints procedure and how to use it effectively, to raise concerns in an appropriate manner.

#### **Monitoring and Review: putting policy into practice**

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. The headteacher and SLT will be informed of bullying concerns, as appropriate. The named Governor for behaviour will report on a regular basis to the governing body on incidents of bullying, including outcomes.