



Anti-Bullying Policy



Version History

Version No.	Date	Author	Comments
1.0	Sept 2020	F Troop	Policy Created and Ratified
1.1	Sept 2021	F Troop	Reviewed
1.2	Oct 2022	F Troop	Policy Reviewed and checked for any recent DfE guidance or statutory changes and made changes to reflect DfE guidance and or small changes in practice
2.0	Sept 2023	N Redden	Policy Reviewed, some changes made to the policy for example to reflect any recent DfE guidance and or small changes in practice, but the content and process of the policy remained unchanged
3.0	Sept 2024	N Redden	Policy Reviewed, some minor changes made to the policy for example to reflect small changes in practice, but the content and process of the policy remained unchanged
3.1	Oct 2024	N Redden	Slight amendment made to explain interventions P7



Anti-Bullying Policy

At Bridgewater Primary School we believe the aim of the Anti-bullying policy is to ensure that children learn in a supportive, caring and safe environment without fear of being bullied. Bridgewater Primary School has a zero-tolerance approach to bullying. Our most recent OFSTED report in November 2018 stated, 'almost all parents agree that their children are safe in school. Pupils are taught how to stay safe in a variety of situations, including when they are online. They say that the adults in school will help them if they have any concerns. Older pupils enjoy the responsibility of being a 'buddy' and supporting the younger children in school, ensuring that they are happy and safe.'

Any concerns about bullying should be reported to a member of the leadership team. The details should be recorded on the school's behaviour reporting system, so that incidents can be closely monitored and reported to the Antibullying lead, inclusion team the school governors and West Northants Council. The Anti-bullying policy reflects the opinion of the pupils, parents and all school staff. It has been shared with all the community partners who work with us at Bridgewater.

All staff, including teaching and non-teaching staff, will be kept fully informed of current thinking about anti-bullying through staff meetings and briefings. Support will be given to ensure this policy is implemented consistently. All staff will be made aware of the implications of the school's policies relating to bullying, equality and racism. Additionally, staff will be offered training on tackling bullying throughout the year or through professional development courses. Staff are aware that serious bullying can cause a child to feel frightened and in danger, including child-on-child abuse and cyber bullying which can lead to exploitation or corruption of children (Keeping Children Safe in Education, DfE 2024).

This policy should be read in conjunction with the following, which make direct reference to and support the school's anti-bullying stance:

- Behaviour Policy
- The School Transformation Plan
- Home School Agreements
- Inclusion Policy
- PSHE policies and curriculum
- Online Safety Policy
- Child Friendly Online Safety Policy
- Safeguarding and Child Protection Policy
- Child Friendly Antibullying Policy
- Child Friendly Child on Child Abuse Policy
- 'Successful schools create an environment that prevents bullying from being a serious problem in the first place'

The Preventing and Tackling Bullying, DfE Guidance (2017)

1. Policy Aims

This policy aims to:

- Promote a secure and happy environment free from threat, harassment and any type of bullying behaviour.
- Ensure all teaching and non-teaching staff, pupils and parents understand what bullying is.
- Inform children and parents of the school's expectations and to foster a supportive partnership, to achieve a bully-free environment.
- Show commitment to overcoming bullying through a zero-tolerance approach.
- Identify and deal with incidents of bullying consistently and effectively.
- Enforce clear procedures for reporting bullying which are understood and followed by everyone.
- To protect every member of the Bridgewater community from bullying: pupils, parents and staff.

2. Definition of Bullying

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.'

The Preventing and Tackling Bullying, DfE Guidance (2017)

Bullying is when people are deliberately unkind, threaten, frighten or hurt someone usually more than once. It may happen over a period of time. It is often difficult for those being bullied to defend themselves as it can be linked with an imbalance of power.

Bullying may be:

- Physical (hitting, kicking, theft, forcing someone to do something they do not wish to do, picking on someone because they are different)
- Verbal (name calling, teasing)
- Indirect (spreading nasty stories, excluding someone from social groups, public posting of images, threats or manipulation, hacking into someone's account, impersonating someone online, writing abusive messages including messages by text, e-mail or social media)

Children must be encouraged to report bullying incidents to a teacher or staff member.

Bullying can also have a long-lasting impact on the social, mental and emotional health of the child (The Preventing and Tackling Bullying DfE Guidance 2017). This policy is designed to ensure as a school we are alert to signs of bullying, acting promptly and firmly against it.

Ofsted's 2012 report, No Place for Bullying, defines bullying behaviour as:

- name-calling
- racist and sexist behaviour
- making threats
- making people feel small
- hurtful remarks and personal comments
- dares – making someone do something they do not want to

- whispering about others
- laughing at a hurt or upset person
- preventing someone getting help
- ignoring people and leaving them out
- mocking differences
- damaging work or belongings
- hiding belongings
- pressurising children to join in inappropriate behaviour
- other behaviour that makes someone feel unhappy

At Bridgewater we share these messages with children to help them define what bullying is.

Types of Bullying

Bullying behaviour may include but is not limited to:

- Social Class
- Sexuality
- Racial
- Disability/physical needs
- Above or below average aptitude
- Gender identity/Sexual Orientation
- Religion/faith
- SEND
- Online (please refer to the school's Online Safety policy for further guidance)

4. Statutory Requirements

- Article 10 of the UN Convention on the Rights of the Child states that all children have the right to be protected from all forms of physical or mental violence.
- The school has a duty of care to protect its pupils from bullying as part of their responsibility to provide a safe and secure environment for them. Section 3(5) and 87(1) of the Children Act (1989) confer powers and duties on those who have the care of children to safeguard and promote their welfare.
- Head teachers must by law have a policy to prevent all forms of bullying among pupils.
- Section 175 of the Education Act 2002 requires Local Authorities and governing bodies of maintained schools to make arrangements to ensure that their functions are carried out with the view to safeguarding and promoting the welfare of children (see Safeguarding and Child Protection Policy).
- Schools are under a legal duty to safeguard and promote the welfare of children.
- Prejudice Related Bullying
Under the Equality 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 disabilist 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.

The use of homophobic, biphobic and transphobic language particularly, will be challenged even if these terms are not referring to a person's sexual orientation or gender identity. We will not tolerate 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.

5. Prevention and Early Intervention

- Pupils will be reminded regularly that all forms of bullying are unacceptable and will not be tolerated.
- Opportunities are provided for open discussion without fear of ridicule or retribution.
- Children will know that all adults in school will listen and take their concerns seriously.
- Pupil bystanders and witnesses to bullying behaviour are encouraged to report any incident to staff.
- Through the PHSE curriculum, pupils will learn about bullying, relationships and other related issues.
- Nurture groups and play support will be offered in school to any child with long standing needs, either individually or in a group.

- Through assemblies, Anti-bullying week, PSHE lessons, Circle time and role-play, pupils will be taught what they should do if they are bullied or if they are a bystander. Additional support may include:
 - Social stories - to help develop social skills, behaviour or help pupils understand how others might behave or respond in a particular situation
 - ELSA activities - designed to support emotional resilience, social skills, and positive mental health in pupils.
 - Playbuddies - a programme to develop play skills and further enjoyment at playtimes.
 - SuperFlex - a programme to help pupils develop awareness of their own thinking and social behaviours and learn strategies to support them.
- All staff will be supported by the Leadership Team to ensure there is zero tolerance of bullying.
- All staff will refrain from gender stereotyping when dealing with bullying.
- Diversity, difference and respect for others are promoted and celebrated through the curriculum and assemblies.
- All members of the community will be made aware of the signs that may indicate a pupil is being bullied through ongoing briefing, with information disseminated to all teaching and non-teaching staff.
- All members of staff will be vigilant in their awareness of where bullying may occur e.g. in class, corridors, dining hall, field, playgrounds and toilets.
- All staff will observe and be watchful of social relationships in class, the playground and around the school.
- Lunchtime Supervisors will always have access to a senior member of staff to support them. They are provided with training on procedures for reporting school bullying incidents.

6. Advice to Pupils

Each child will be made aware of the Child Friendly Anti-Bullying Policy on the website and this will be visible in each classroom and playgrounds.

During a bullying incident:

- Try to stay calm and look as confident as you can.
- Be firm and clear and look the bully in the eye and tell them to stop.
- Get away from the situation as quickly as possible.
- Tell an adult straight away.

After being bullied:

- Tell a teacher or other adult in school.
- Tell your family.
- Talk to a friend if you are scared to tell an adult on your own.
- Do not blame yourself – it is not your fault.

When talking to an adult say clearly:

- What has happened to you
- How often it has happened
- Who was involved
- Where it happened

- Who saw what happened
- What you have done already

7. Intervention Strategies

- The agreed recording procedure will be applied consistently to deal with bullying.
- Staff should never ignore suspected bullying.
- Staff should never make premature assumptions.
- Staff should listen to all accounts – several children saying the same thing doesn't necessarily mean that it is true.
- Staff should establish that the reported incident is consistent with the school's and OFSTED's definition of bullying.
- A restorative approach will be followed to encourage children to reflect and take responsibility for their behaviour, to consider the consequences of their actions and what they can do to make it better. It helps children to understand how to develop, maintain and repair relationships (see Behaviour policy).

8. Reporting an Incident

Once the school is made aware of an alleged bullying incident it is investigated by the class teacher who talks to all parties involved. Throughout this process a checklist is available to ensure thorough and fair investigation (Appendix 1). The results of this are recorded on the school's reporting form (Appendix 2).

All incidents, together with details of the school's response and the pupil's views will be recorded and kept on file with the school's designated child protection adult on the agreed recording sheet.

A member of senior leadership team will review and countersign every form at the earliest opportunity. Parents of the children involved will be kept informed of developments.

9. Sanctions

In line with the school's behaviour policies the following sanctions may be used to deal with bullying. They will be applied on a case-by-case basis and be appropriate to the children involved.

- Moved to partner class within the year group for a period of time and spoken to by Year Leader
- Spoken to by Phase Leader
- Spoken to by SLT
- Withdrawal of playtime and/or lunchtime outside for a period of reflection time
- Participation in school events, that are not an essential part of the curriculum, may be withheld
- The Chair of Governors and the Governing Body may be informed
- Suspension
- In cases of very severe and persistent bullying the head teacher may consider permanent exclusion.

10. Bullying off the school premises

The following possible steps will be taken:

- Talk with parents
- Talk to pupils about how to avoid or handle bullying
- Talk to community police about problems in local vicinity
- Talk to the head teacher of another school whose pupils are bullying off the premises
- Develop an awareness of safe routes to school and tell pupils about them

11. Working with parents

At Bridgewater we value our parental support and contributions in the development and implementation of this policy. Parents, carers and families are often the first to detect symptoms of bullying and are encouraged to contact the school straight away if they have any concerns or anxieties.

The Anti-bullying policy is available on the school website for parents to view. Each alleged bullying incident will be dealt with on a case-by-case basis.

Parents of a bullied child should:

- Talk to the child calmly and reassure the child that they have done the right thing by talking about the situation.
- Make a note of what the child says.
- Explain that the child should report any further incidents to a teacher or other member of staff straight away.
- Make an appointment to meet the child's teacher as soon as possible to explain the problem and discuss how the school can support the child and stop the bullying.

Parents of a child who is bullying others:

- Talk to the child and explain that bullying is wrong and makes others unhappy.
- Support the child to join in with other children, without bullying.
- Make an appointment to meet with the child's teacher as soon as possible to explain the problem and discuss how the school and the parents together can stop the bullying.
- Talk to the child regularly about how things are going at school.
- Give praise and encouragement to acknowledge when they are being kind and considerate to others.

Nurture Provision

Children can access support from the Pastoral Team. We also provide a daily 'Talking Point' (Nurture lunch) facility, where children can access to share lunch with staff in a reassuring environment and seek additional support or discuss anxieties.

12. Monitoring and evaluation:

- This policy is monitored on a day-to-day basis by the head teacher, who reports to the governing body and leadership team about its effectiveness on request.
- Data from the records kept will be shared with the-governors.

Date policy updated: September 2024
Date policy next revised: September 2025
Policy approved by governing body: October 2024

Keeping Children Safe in Education 2024 [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

The Preventing and Tackling Bullying DfE Guidance 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1069688/Preventing_and_tackling_bullying_advice.pdf



Appendix1 Checklist for investigating an incident

- . In what way did the victims suffer?
- . How did the incident start? Was it spontaneous or premeditated?
- . What is alleged to have happened, from the perspective of all those involved?
- . When did the incident take place?
- . Where did the incident take place?
- . Who witnessed the incident (pupils, parents, staff and others)
- . Who reported it to whom and when?
- . Is there any background to this incident?
- . Is there any other reason for considering this to be bullying behaviour?
- . Why does the reporter or investigator of the incident perceive this to have been a bullying incident?
- . What was the response of the victim(s) if such exist?
- . What does/do the victim(s) wish to see resulting from the investigation?
- . Have parents of all children been informed?



Behaviour and Bullying Recording Form

Is this a..... (tick appropriate box)				
One off isolated behaviour <input type="checkbox"/>	Repeated behaviour <input type="checkbox"/>	Repeated i.e bullying <input type="checkbox"/>	Online <input type="checkbox"/>	
If bullying, is it linked to one of the hate incident categories below? (if you tick yes identify hate category)				
<u>Race, ethnicity, nationality</u>	<u>Religion or belief</u>	<u>Sexual orientation -</u> Homophobic <input type="checkbox"/> Biphobic <input type="checkbox"/> Transphobic <input type="checkbox"/>	<u>Disability</u>	<u>Gender/gender identity</u>
Date: _____ Location and time _____ of incident:		Date: _____ Location and time _____ of incident:		
Please record the restorative conversation on the back of this form				
Details of alleged incident: <i>(include names of witnesses and attach any further information)</i>				
Signed (person reporting incident):			Date:	
Signed (Headteacher/Child Protection Leader/ Anti-Bullying Leader):			Date:	
Action Taken:				

Please ensure that this form is dated, time given and that it is signed by person raising concern and the Headteacher/DSL/ Anti-Bullying Leader: Alison Harvey, Frances Troop, Nicola Redden. Any Additional notes or evidence should be attached securely to this form.



Restorative Questions: Please provide a brief outline of the responses as part of resolving conflicts and behaviour issues.

1. What happened?	
2. What were you thinking about at the time?	
3. What have been your thoughts since?	
4. Who has been affected?	
5. What do you think you need to do to make things right?	
Consequence/Restorative action	