



Anti-Bullying Policy

Review date:	Autumn Term 2025
Review Date of Policy:	Autumn Term 2026

Aims and purpose of the policy

At Downsell Primary we continue to strive to ensure that everyone is treated with respect and dignity. We aim to create a culture of inclusion and diversity. We offer a broad and balanced curriculum in which differences are celebrated and understood and the many similarities we all have are acknowledged and appreciated.

We are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not accepted. At our school the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn and work in a safe and happy environment.

Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination. Bullying is never tolerated.

When any form of bullying does occur we will deal with it quickly, consistently and fairly.

The personal development of the children and their spiritual, moral, social and cultural development is given the highest priority.

Through the teaching of the curriculum and explicitly through the teaching of British values; we actively promote values of tolerance respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens, in line with our school aim of '*learning together, leading tomorrow*', and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our consistently applied policies and preventative measures so that we maintain a safe, calm and orderly school environment.

This Policy sets out our commitment to ensuring that we are an inclusive school for our pupils, staff and wider school community.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated overtime, which involves a real or perceived power imbalance.

Forms of Bullying

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are: Physical – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don't want to do. Verbal – by being teased in a nasty way; called gay (whether or not it's true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them. Indirect – by having nasty stories told about them; being left out, ignored or excluded from groups. Some bullying is physical: Electronic / 'cyberbullying' – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones or other electronic devices.

Vulnerable characteristics

The school recognises that although anyone can be bullied for almost any reason or difference, some children may be more vulnerable to bullying than others.

Research has identified various different types of bullying experienced by particular vulnerable groups of children.

These include:

- Bullying related to race, religion or culture
- Bullying related to special educational needs (SEN) or disabilities
- Bullying related to being of higher ability
- Bullying related to appearance or health conditions
- Bullying related to sexual orientation
- Bullying of young carers or looked-after children or otherwise related to home circumstances
- Sexist, sexual or transphobic bullying.
- Derogatory language – relating to race, religion, culture, special educational needs, disability, age, gender, sexual orientation, appearance, health conditions, family/home circumstances (including same sex partnerships).

Pupil Responses to bullying

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups.

Different roles within bullying situations can be identified and include:

- The ring-leader, who through their position of power can direct bullying activity
- Assistants/associates, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- Reinforcers, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- Outsiders/bystanders, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- Defenders, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around. We positively encourage all pupils to take responsibility for their behaviour and its consequences and to make a commitment to take action to end the bullying and provide support for the bullied pupil.

Preventing, Identifying and Responding to Bullying

We will:

- Work with staff and outside agencies to identify all forms of prejudice driven bullying.
- Actively provide systematic opportunities to develop pupils' social and emotional skills, including their resilience.
- Consider all opportunities for addressing bullying including through the curriculum, through displays, through Anti-Bullying Weeks, through peer support, Circle Time and through the School Council.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- School staff will ensure that vulnerable children are supported and protected from bullying or becoming a bully.
- Actively create "safe spaces" for vulnerable children.

Involvement of Pupils

We will:

- Regularly canvass children's views on the extent and nature of bullying.
- Ensure students know how to express worries and anxieties about bullying.
- Ensure all children are aware of the range of sanctions which may be applied against those engaging in bullying.
- Involve students in anti-bullying activities in school.
- Offer support and work with students who have been bullied.
- Work with those who have bullied others to support them with stopping these type of behaviours.

Liaison with Parents and Carers

We will:

Ensure that parents / carers know whom to contact if they are worried about bullying.

Ensure that incidents involving the bully or the one being bullied is communicated swiftly and that we follow up actions agreed with parents / carers.

Responsibilities

For this policy to be implemented effectively we will ensure that the whole school community understands that bullying is not tolerated and understands the steps that will be taken to both prevent and respond to bullying.

It is the responsibility of:

- School Governors to take a lead role in monitoring and reviewing this policy.
- Governors, the Head teacher, Senior Leaders, Teaching and Non-Teaching staff to be aware of this policy and implement it accordingly.
- The Head teacher to communicate the policy to the school community.

The role of governors

- a) The governing body supports the Head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.
- b) The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the Head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.
- c) The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the Head teacher

- a) It is the responsibility of the Head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
- b) The Head teacher ensures that all children understand the definition of bullying, know that it is wrong and that it is unacceptable behaviour in this school.
- c) The Head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying.
- d) The Head teacher sets the school climate of mutual support and praise for success, to making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- e) The Head teacher works collaboratively with the Deputy, Inclusion Manager, Senior Leaders and Learning Mentor to ensure that this policy is upheld.

The role of the teacher

- a) Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They keep a record on CPOMS of all incidents that happen in their class and that they are aware of in the school.
- b) If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the Head teacher, the teacher informs the child's parents.
- c) A record is kept on children's individual records on CPOMS, of bullying that occurs outside lesson time, either near the school or on the children's way home or to school or online. If any adult witnesses an act of bullying, they should inform the Headteacher who records the event on CPOMS.
- d) If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately, in liaison with senior members of staff and Learning Mentor. This may involve counselling and support for the victim of the bullying, and consequences for the child who has carried out the bullying.
- e) Teachers attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.
- f) Teachers support all children in their class and establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head teacher, who reports to governors about the effectiveness of the policy on request.

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Links to other school policies:

This anti-bullying policy links to a range of policies/strategies, including:

- Equality and Diversity policy
- Behaviour policy
- Safeguarding policy
- SEND Policy