


Policy:	Anti-Bullying Policy November 2023	
Status:	Statutory	
Review Date:	2 years –Nov 2025	

This policy is written in line with the Equality Act 2010 and the DfE's advice document "[Preventing and Tackling Bullying: advice for headteachers, staff and governing bodies](#)". Further information can also be found on the DfE website.

(NB. The term 'parent' in this policy refers to both parents and carers)

At St Botolph's CE Primary School, all members of the school community: staff, Governors, pupils and parents, agree that all forms of bullying are wrong and work together to create a school ethos in which bullying is not tolerated and is regarded as unacceptable.

We are committed to safeguarding and promoting the welfare of all stakeholders of our school community and expect all staff and volunteers to share this commitment to enable everyone to work within a safe environment. Our staff and Governors work actively to do all they can to prevent bullying and as such, this policy is reviewed and amended by the whole school community, as required.

Staff champions responsible for Anti-bullying:

- ❖ Emma Pepper (Head)
- ❖ Allison Lawley (Deputy Head)
- ❖ Nicola Robe (Family & Mental Wellbeing Lead)

Anti-bullying lead governor:

- ❖ Lorraine Hancox

Aims of our Policy

- ✓ To provide a safe, caring environment for the whole school community
- ✓ To ensure all Governors, teaching and non-teaching staff, pupils and parents have a shared understanding of what bullying is and know how to report if they suspect there may be an incident of bullying
- ✓ To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ✓ To reassure children that they will be listened to and will know that it is all right to tell.
- ✓ To deal with parents' concerns and keep them informed of actions taken in response to a complaint.
- ✓ To take appropriate action, including suspension/exclusion in cases of severe bullying.
- ✓ To monitor incidents of bullying during the school year.
- ✓ To fully investigate any report of bullying and ensure detailed records are kept of incidents, reports and complaints.
- ✓ To help those who are targets and perpetrators of bullying

In line with the protected characteristics under the Equality Act 2010, our school will not tolerate any discrimination, harassment or bullying behaviour because of:

- ✚ Race/ religion/ faith /nationality /culture
- ✚ Sex
- ✚ Age
- ✚ Disability

- + Marriage and civil partnership
- + Pregnancy and maternity
- + Sexual orientation - homophobic, biphobia, transphobic, sexist
- + Gender reassignment

Additional forms of bullying based on vulnerability will also not be tolerated:

- + Appearance/ health conditions
- + Special educational needs/ability
- + Home circumstances
- + Being new to the school
- + Being entitled to Free School Meals or from disadvantaged background
- + Being a Looked after child

Other related policies

- ✓ Behaviour Policy
- ✓ Online Safety Policy
- ✓ Relationships and Health Education Policy
- ✓ Safeguarding and Child Protection Policy
- ✓ Equality and Diversity Policy
- ✓ Complaints Policy and Procedures
- ✓ Whistle Blowing Policy

Bullying definition:

Bullying is: **'the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power which can happen face to face or online'**.

At St Botolph's CE Primary School, staff and children also define bullying as something that happens:

Several

Times

On

Purpose



Start

Telling

Other

People

Using this definition helps children to understand the seriousness of bullying compared to other unacceptable forms of behaviour. We encourage our children to vocalise their concerns and look after one another.

How do we decide if it's bullying?

The Headteacher and Deputy Headteacher are ultimately responsible for deciding whether the behaviour is persistent enough to qualify the behaviour as 'bullying'. We therefore believe it is important to review and maintain records to be able to identify the extent of the perpetrator's behaviour and whether the frequency can be defined as 'several times' and 'on purpose' (intentional).

Bullying, whether verbal, physical, cyber or psychological, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively. Whilst the Headteacher and Deputy Headteacher share lead responsibility in dealing with bullying behaviours, incidents may be brought to the attention of any member of staff by the children themselves, their friends, their parents, or other interested people. St Botolph's CE Primary School recognises that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. **Child on child abuse will not be tolerated or passed off as part of "banter" or "growing up"**.

Friendship fall outs

It is important to understand that bullying is not occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone; children do sometimes fall out or say things because they are upset. When occasional problems of this kind arise, it is not classed as bullying. It is an important part of a child's development to learn how to deal with friendship breakdowns and conflicts, and how to resolve them.

These incidents are managed by all staff at school by following the school's Behaviour Policy, ABC Charter and our PSHE curriculum to ensure that children's ability to resolve conflict is developed and supported in an age appropriate manner. At St Botolph's CE, a range of supportive opportunities may be used, such as: restorative approach discussions, check ins with our Family & Mental Wellbeing Lead (FMWL)/Emotional Literacy Support Assistant (ELSA), Y6 play buddies, social support, friendship groups or adapting the curriculum (for example, additional PSHE lessons) in order to prevent occasional incidents from developing into repetitive, intentional and hurtful behaviour of a person or group.

Bullying Prevention

Our Behaviour Policy is key to providing a caring environment. Consistent promotion of good behaviour and reinforcement of our rules is an important part of preventing bullying. Our School ethos is regularly promoted in our acts of worship/assemblies, in lessons and displayed throughout the school and aims to support the entire school community to make the right choices. **All children are aware of our school rules and our expectations of them through our ABC Charter:**

ABC Charter

At St Botolph's we...

- A Accept others and are kind
- B Behave and follow instructions
- C Care for our community



Preventing, early identification, appropriate management and raising awareness of bullying is an essential part of the school's approach to keeping incidents in our school to a minimum.

Stereotypical views are challenged, children's personal characteristics are protected and children learn to appreciate and view differences positively in others. Children are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying. We also take on a number of preventative strategies which include:

- ✓ Establishing a climate in which bullying is not acceptable (e.g. through the **Anti-Bullying Policy**, the **School Charter** and a clear system for reporting bullying)
- ✓ Educating children about bullying and skills to intervene (through **Everyone's Welcome** lessons; additional curriculum lessons, National Anti-Bullying Week activities, assemblies and school visitors)
- ✓ Promoting diversity and cultural differences through lessons and whole school projects e.g. Black History Month and our annual Faith week
- ✓ Encouraging children to tell any adult in school if they are concerned if they or someone is being bullied and to understand they will be listened to.
- ✓ Assessing bullying in school regularly (e.g. through pupil and parent surveys)
- ✓ Provide Anti-Bullying CPD training to all school staff, including lunch time supervisors.
- ✓ Educating school staff about how to prevent and deal with incidents of bullying (through training and staff meetings) and build positive relationships with pupils so they can discuss concerns and worries openly.
- ✓ Ensuring all staff understand that everyone is responsible for being vigilant and pro-active in spotting and responding to possible incidents of bullying behaviour
- ✓ Supporting children in developing positive social skills when outdoors through the use of an ELSA; trained playground leaders and sports coaches.
- ✓ Pupil led initiatives and peer support schemes (e.g. the Wellbeing Council and play buddies)
- ✓ Lunchtime wellbeing club
- ✓ Working as a community (e.g. having visitors, such as the Police, visiting school to talk about behaviour and choices children have)

Types of bullying behaviour

Bullying behaviour can take various different forms, including those listed below:

- Physical (including taking and damaging belongings, kicking, hitting,)
- Verbal (including name calling, threats, offensive remarks, taunting,)
- Psychological (including spreading rumours, gossiping, excluding from social groups)
- Cyber (including abusive texts or emails, deliberately excluding others online or in instant messaging services).

Further information regarding Cyber bullying can be found within our **online safety policy**.

All members of the school community have a responsibility to report bullying, and children and adults are also educated within school about the role of the 'bystander'.

In order to reduce incidents of bullying and recognise bullies, all staff at St Botolph's CE are vigilant for early signs of distress in pupils. Signs of bullying may include:

- **Physical:** unexplained bruises, scratches, cuts, missing belongings, damaged clothes, or schoolwork, loss of appetite, stomach aches, headaches, bedwetting.
- **Psychological:** losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high level of anxiety, mood swings, tearfulness with no reason given, lack of confidence, headaches and stomach aches, signs of depression.
- **Behavioural:** asking to be taken to school or to come home for lunch, taking longer to get home, asking for more money, using different routes to school, 'losing' more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Reporting Bullying

All children at St Botolph's CE are encouraged to **talk to a trusted adult** if they feel they are being bullied or if someone they know is being bullied. Children are taught and encouraged to report their concerns to

any member of staff or to their parents, who should speak to the school immediately. All classes also have a communal Worry Box which children can post their concerns in. The school's proactive Wellbeing Council regularly meet to discuss how they can further improve our Anti-bullying stance and promote the prevention of bullying behaviours. Collaboratively, they are responsible for developing a whole school Anti-bullying charter. **Where a criminal offence may have been committed, Police will be notified.**

Parental involvement

If a parent is concerned that their child is being bullied, they should report their concerns by speaking to their child's class teacher in the first instance. We strongly encourage parents do not attempt to resolve the issue themselves by speaking to the child whom they think may be the bully or speak to their parents. We also strongly advise not to encourage their child to 'bully the bully back'. Both of these steps will only make the problem harder to resolve. All concerns will be taken seriously and investigated.

Bullying of school staff

Bullying of staff members, whether this be by pupils, parents or other members of staff should be reported to the Headteacher or Deputy Headteacher in the first instance who will involve the SLT (senior Leadership Team) and Chair of Governors where applicable. If concerns being raised relate to the Headteacher, staff should contact the Chair of Governors.

Procedures/steps to take:

- Children should report bullying incidents to available staff or someone who they can trust. The incidents will be recorded by staff on the school's electronic reporting system and will be investigated. In any case of alleged bullying, the class teacher will begin an initial investigation to establish the facts through discussion and build an accurate picture of events over time, by speaking to the alleged perpetrator(s), target(s) and adult witnesses, as well as parents and pupil witnesses/bystanders where necessary and appropriate. If an incident is not resolved, this will then be followed up by the Key stage team leader and then Deputy Headteacher /Headteacher.
- In serious cases parents (if not already aware), will be informed and will be asked to come in to a meeting to discuss the problem.
- The bullying behaviour or threats of bullying will be investigated and the bullying addressed.
- If the allegation of bullying is upheld, the Headteacher (or senior leader) will ensure that the perpetrator(s) fully understand the consequences of their actions on the target(s), and apologise without reservation.
- Both parties will be clear that a repeat of these behaviours will not be acceptable and sanctions will be applied to the perpetrator(s) depending on severity, circumstances and persistence.
Sanctions may include: Loss of break or lunchtimes for a period determined by the Headteacher; withdrawal of privilege eg. Golden Time; membership from school clubs; position of responsibility; and/or withholding participation in events that are not an essential part of the curriculum.
- Appropriate feedback will be given to the parents concerned in a timely manner.
- Any additional incidents will lead to further intervention (e.g. through outside agencies), further monitoring, support and punitive sanctions as deemed necessary. For example: a risk assessment may be written for repeated incidents.
- School will work with both parties to offer support and change behaviour which may include:
 - ✓ Providing a Pastoral Support Programme for the target with a mentor/named person monitoring and observing at break times and lunchtimes, and through discussion/1:1 or small group work with the ELSA/FMWL to make sure there is no repetition.
 - ✓ Providing a Pastoral Support Programme for the instigator. This may include a Behaviour Support Programme and further opportunities in lessons or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme (ELSA/FMWL).
- Any necessary action will be taken, in line with the school's **behaviour policy**, until the bullying has stopped. This may include suspension/ exclusion where necessary although this will be a last resort and only if every effort to resolve bullying behaviour has been unsuccessful.

Record keeping

Initial records of all bullying allegations are kept on specific forms (Appendix 1), which are stored in a file in the Headteacher's office. A copy of this will also be recorded on our Safeguarding software (Provision Map/edukeyapp.com). This information will be used to identify any patterns and/or trends and to highlight and target areas of need. Anonymised information will be shared with St Botolph's CE's Safeguarding Governors on a termly basis as part of their monitoring review.

Bullying Outside School Premises

Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it will be investigated and acted on. The Headteacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority, of the action taken against a pupil. If the misbehaviour could be a criminal offence or poses a serious threat to a member of the public, the police will always be informed. If both the target(s) and the perpetrator(s) are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.



Bullying Incident Report Form

Name of target(s) / alleged target(s):		Name of perpetrator(s) / alleged perpetrator(s):	
Date incident is reported:		Member(s) of staff reported to/ witnessed by:	
Location of incident: (playground, classroom, etc)		Others involved: (including bystanders)	
Date and Time:			
Type of bullying (tick all that apply) <input type="checkbox"/> Physical <input type="checkbox"/> Verbal <input type="checkbox"/> Psychological <input type="checkbox"/> Cyber	Form of bullying linked to protected characteristics and vulnerability (tick all that apply)		
	<input type="checkbox"/> race, religion or belief <input type="checkbox"/> sex (gender) <input type="checkbox"/> sexual orientation (homophobic, biphobic, transphobic) <input type="checkbox"/> disability <input type="checkbox"/> age <input type="checkbox"/> gender reassignment <input type="checkbox"/> marriage and civil partnership <input type="checkbox"/> pregnancy and maternity	<input type="checkbox"/> appearance <input type="checkbox"/> health conditions <input type="checkbox"/> being new to the school <input type="checkbox"/> being entitled to free school meals <input type="checkbox"/> disadvantage background <input type="checkbox"/> looked after child	
Details of the incident: (attach additional notes or other evidence if necessary) - include details of any injury or damage to property etc Reported by: (name/relationship)			

Target's account of the incident(s):

Perpetrator's account of the incident(s):

Witnesses/bystanders/s accounts of the incident(s):

Initial action taken:

- Parents of target(s) informed.
- Parents of perpetrator(s) informed.

Further action required (including dates):

Final outcome:

Further review if required:

Signed

Date:

APPENDIX 2:



What is 'Everyone's Welcome?'

Everyone's Welcome is an initiative and framework designed by Leicestershire County Council and Leicester City Council based upon the "No Outsiders" work written and produced by Andrew Moffat to teach the Equality Act (2010) to primary school children. The driving focus of the programme is that everyone is welcome and there are no outsiders in schools. As children grow up, difference can feel like a barrier to friendship. It is important that children feel proud of who they are and know they are accepted without judgement and not feel they should have to change to fit in. It is also important that our children understand that differences should be embraced and respected.

What does it look like at St Botolph's?

Everyone's Welcome is taught from EYFS up to Year 6 through a selection of picture books. In Early Years and Years 1 and 2, picture books are used to show where characters are different but regardless of this, they are also friends and they play together. The aim is for the children to see themselves reflected in the texts we read.

As children move into Key Stage 2, they explore reasons why some people may feel left out. The scheme aims to prepare them in disagreeing with discrimination, challenging prejudice and showing acceptance.

No Outsiders is a whole school approach which uses assemblies and story books to teach children about all aspects of difference and diversity. These principles are promoted in the Equality Act (2010) and are in line with British Values.

What does the law say? The Equality Act 2010

Difference is protected under British Law. The Equality Act of 2010 has very clear aims providing guidance for schools. As public bodies, we need to:

- Have due regard for the need to eliminate discrimination
- Advance equality of opportunities
- Foster or encourage good relations between people who share a protected characteristic and those who do not

