



Self-help
Self-responsibility
Equity
Equality
Democracy
Solidarity

Anti-Bullying Policy

First approved by Governors: Autumn 2018

Signed by Chair of Governors:

Review Frequency: Every Year

Date of last review: December 2025

Date of next review: December 2026



Osborne
Co-operative Academy Trust

Author	Date Created	Version	Notes
Ian Broyd	2018	2.0	
Ian Broyd	2022	3.0	Minor amendments and changed review frequency to every year.
Charlie Evans	2023	4.0	Minor amendment- My Concerns – CPOMS
Charlie Evans	2024	5.0	None
Charlie Evans	2025	6..0	None

Anti-Bullying Policy

Introduction:

**This policy takes account of the advice set out in:
Preventing and tackling bullying
Advice for headteachers, staff and governing bodies
July 2017 Dfe publications**

The advice sets out the legal duties of all schools:

'Every school must have measures in place to prevent all forms of bullying.'

We do not tolerate bullying of any kind at Warren Primary School. At Warren, we believe that children have the right to feel happy, safe and included and to work in a secure and safe environment where learning can take place without harassment, intimidation or fear. This policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

Aims & objectives:

The governors and staff at Warren Primary School acknowledge the effects bullying can have on a pupil's self-esteem and their work. We therefore do all we can to prevent bullying by developing a school ethos in which bullying is regarded as unacceptable.

We aim to:

- Show commitment to overcome bullying through practising zero tolerance.
- Have a safe and secure environment where all can learn without anxiety and have measures in place to reduce the likelihood of bullying.
- Ensure a consistent school response to any bullying incidents that do occur.
- Make the school community aware of our opposition to bullying and also make clear each person's responsibilities with regard to the eradication of bullying in our school.

Definition of bullying:

Bullying can be defined as behaviour or actions by an individual or a group that are:

- Deliberately hurtful
- Repeated, often over a period of time that intentionally hurts another individual either physically or emotionally
- Difficult for the victim to defend themselves against

A useful guide for children in deciding whether an action is bullying or not is to use the test : Several Times On Purpose (STOP).

Bullying can include, but is not limited to: verbal abuse, taunting, making offensive comments, physical abuse, excluding people from groups, sexism, indirect (spreading rumours), cyber-bullying (text messaging, email, internet), comments about sexual orientation, comments related to SEND (Special Education Need or Disability) and racism.

The school recognises that:

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

(Dfe Publications 2017)

As a public sector body the school has to comply with the Equality Act 2010 which states: A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED), which came into force on 5 April 2011 and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

(Dfe publications July 2017)

The Act also makes it clear that:

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern under the Children Act 1989. Where this is the case, the school staff should discuss with the school's designated safeguarding lead and report their concerns to their local authority children's social care and work with them to take appropriate action. Full details can be found in Part 1 of Keeping Children Safe in Education.

The school recognises that some children are more at risk of bullying:
 Some pupils are more likely to be the target of bullying because of the attitudes and behaviours some young people have towards those who are different from themselves. For example those with special educational needs or disabilities, those who are adopted, those who are suffering from a health problem or those with caring responsibilities may be more likely to experience bullying because of difference. Children in care who are frequently on the move may also be vulnerable because they are always the newcomer.
 (Dfe publications July 2017)

Roles and responsibilities:

<p>Role of the school</p>	<ul style="list-style-type: none"> • Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all. • Work with staff and outside agencies to identify all forms of prejudice-driven bullying. • Consider all opportunities for addressing bullying in all forms through the curriculum and a range of approaches such as assembly, displays, peer support and the school council. • Actively provide opportunities to develop pupils’ social and emotional skills, including their resilience. • Provide a range of approaches for pupils staff and parents/carers to report concerns and access support. • Record concerns about bullying and issues so as to effectively develop strategies to prevent bullying from occurring. • Ensure all reported cases of bullying are investigated and resolved by the Headteacher or another senior member of staff. • To provide support for victims of bullying and those accused of bullying. • Use a variety of techniques to resolve the issues between those who bully and those who have been bullied. • Celebrate success and achievements to promote and build a positive school ethos. • Train all staff to identify all forms of bullying, follow the school policy and procedures. • Offering a high level of adult supervision both inside and outside the school building.
<p>Role of parents/carers</p>	<ul style="list-style-type: none"> • To address concerns about bullying with a member of staff. • To work with the school to model positive behaviours for pupils including online behaviour. • To support the school in order to tackle any form of bullying.

	<ul style="list-style-type: none"> • Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.
Role of pupils	<ul style="list-style-type: none"> • To abide by the school's policy. • To report incidents of bullying to a member of staff whether directed at themselves or at somebody else. • To take responsibility for personal behaviour and actions and treat one another with respect and kindness. • Support the school's peer support systems.

Creating an anti-bullying climate in the school:

Our curriculum is used as a platform for raising awareness of bullying and promoting anti-bullying attitudes and developing emotional and social well-being. Children are educated about bullying and anti-bullying through our CPSHE curriculum; bespoke programmes such as 'No Outsiders' and also through other opportunities in class to discuss and promote it such as:

- reading literature/listening to stories which reinforce the anti-bullying message.
- assemblies which promote our values and foster positive relationships with one another.
- circle time discussions and activities.
- offering a School Council which serves as a forum in which concerns about bullying can be discussed on a regular basis.
- offering a Peer Mentor system which children can access daily as a source of support. Children in Upper Key Stage Two choose to join the scheme in order to broaden and develop their skills as well promoting a strong anti-bullying stance.
- Celebrating anti-bullying week.

Recording, reporting and responding to incidents of bullying:

All reports of bullying will be taken seriously by the school and will be followed up. Pupils who have been bullied should report this to both their Class Teacher and/or a member of staff who is on duty at the time. Pupils who witness others being bullied should report this to their Class Teacher and/or a member of staff who is on duty. Members of staff who receive reports that a pupil has been bullied should report this to the Class Teacher and log this using CPOMS, which should then be reported to the Headteacher or another senior member of staff. The Headteacher or another senior member of staff will investigate all reports of bullying. Until a case of bullying is resolved, it will be kept as an 'open' concern on 'My Concern' and the chronology will be updated with any additional incidents.

It's important to note that:

Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to

reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. (Dfe publications July 2017)

Where bullying is of a racist, homophobic nature then this will be reported to the Local Governing Body through the headteachers' report each half-term.

If necessary, the school will invoke a full range of sanctions for acts of bullying that are detailed in the school's Behaviour Policy. These may include:

- removal from the group.
- withdrawal of break and lunchtime privileges.
- withholding participating in school events that are not an essential part of the curriculum.
- fixed term and permanent exclusion from the school.

The education Act 2011 sets out the powers that schools have when responding to cyber-bullying especially the right of the school to confiscate electronic devices. It is important to equip children with the skills to use technology safely and to respond to cyber-bullying appropriately. How to stay safe online and how to respond to cyber-bullying is a central part of the school's ICT scheme with pupil's being taught a specific Internet safety lesson each half-term.

Bullying outside the school premises:

The school is not directly responsible for bullying that occurs off the premises but we understand that bullying can occur outside the school gates and on journeys to and from school. However a pupil's behaviour outside of school can be grounds for exclusion or other behavioural sanctions:

(Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017).

The bullying may be actioned by pupils from our own school, pupils from other schools or by people who are not at school. Where a pupil or parent/carer reports bullying off the school premises, we will:

- talk to the pupils about how to avoid or handle bullying outside the school
- talk to the parents/carers of the children if necessary
- use sanctions against the child/children carrying out the bullying if necessary
- talk to the Headteacher of another school whose pupils are bullying.
- talk to the police if necessary

Feedback and concerns:

We recognise that there may be times when parents/carers feel that we have not dealt well with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents/carers can raise their concerns more formally through the school's Complaints Procedure where a letter to the Chair of Governors should be written in the first instance. We would also be pleased to receive positive feedback from parents when things have gone well.

Monitoring and reviewing our policy:

The school will regularly monitor and evaluate our policy to ensure it is being consistently applied. Any issues identified will be incorporated into the school's action plan. Issues, which may prompt a review of the policy, include:

- an increase in the number of reported incidents of bullying
- results of pupil perception surveys and work in class
- absences which are thought to arise as a consequence of bullying
- complaints and compliments received from parents/carers

Related policies

- Behaviour Policy
- Safeguarding Policy