Together we care, challenge and explore

Anti-bullying Policy

Date adopted:	27/9/2023		Last reviewed:	September 2026
Review cycle:	Annually		Is this policy statutory?	Yes
Local approval:	Headteacher		Local author:	Nicola Clifford
Next review date:	September 2027			

Revision record: *Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.*

Revision No.	Date	Revised by	Approved date	
1	05/03/2026	N Clifford		Minor revisions to definition of bullying as defined by the Anit-bullying Alliance. Grammar errors amended. Changes of names of key staff. Minor changes to process flowchart.

This policy is based on DfE guidance "Preventing and Tackling Bullying" July 2017 and supporting documents. It also considers the DfE statutory guidance "Keeping Children Safe in Education" and "Sexual violence and sexual harassment between children in schools and colleges" guidance. The setting has also read Childnet's "Cyberbullying: Understand, Prevent and Respond: Guidance for Schools".

Rationale

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

We believe that every child and adult have the right to be able to work and study in a bully-free environment. Everyone should feel confident when coming to our school that they can spend the day in a safe place where everyone works together in a supportive community. When bullying does occur (please see definition below), staff and pupils should feel confident in reporting the behaviour, enabling the system to be put into place to prevent it from happening again. We have written this policy based on advice from the Department for Education's *Approaches to preventing and tackling*

bullying (June 2018), Preventing and Tackling Bullying (July 2017), and *Cyberbullying* (Nov 2014). This policy runs alongside our Relationship, Health & Wellbeing and Safeguarding and Child Protection policies.

Aim

Ours is a happy school and we aim to maintain and develop this positive and caring environment by living the Ashley values of 'Care, Courage and Curiosity'.

Objectives

- To develop and maintain an ethos in which the whole community 'looks out' for children
- To have effective systems in place to identify, emerging issues at an early stage and put strategies in place to deal with them
- To have effective systems in place to react quickly and effectively to concerns about bullying
- To ensure that all staff are clear about their responsibilities in relation to bullying and know what to do if an incident occurs
- To monitor incidents of bullying to ensure that no group is particularly vulnerable to this kind of behaviour
- To monitor incidents of bullying, ensuring that they are dealt with effectively and that there is no recurrence of the behaviour
- To involve parents in the partnership, ensuring that the whole school community is zero-tolerant of bullying behaviour
- To work with bullies, ensuring that they understand the consequences of their actions and have the opportunity to make amends

Definitions

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online, inside and outside of school. In more serious cases it can be a form of child-on-child abuse (see the government document *Keeping Children Safe in Education,* updated 2025)

It can be:

- Emotional - being unfriendly, excluding, tormenting
- Physical - pushing, kicking, hitting, punching or any form of violence
- Racist - taunts, graffiti, gestures
- Sexual - unwanted physical contact or sexually abusive comments
- Homophobic - focusing on the issue of sexuality
- Verbal name - calling-sarcasm, spreading rumours, taunting
- Cyber – name-calling, hacking, exclusion, trolling

We recognise that some groups of pupils may be more vulnerable to bullying, including:

- Children who use English as an additional language
- Children who are perceived to be LGBTQ+
- Looked after children (children who have been in the care of their local authority for 24+ hrs
- Children with caring responsibilities
- Children from the Gypsy, Roma and Traveller communities
- Children with Special Educational Needs or Disabilities (SEND)
- Children from ethnic minorities
- Children eligible for the pupil premium/free school meals
- Children suffering from health problems, including mental health

Responsibilities

1. **<u>Local Committee</u>**
   The LC has a key responsibility for safeguarding pupils in the school.

   Responsibilities include:
   - Having an anti-bullying policy in place
   - Monitoring the number and type of bullying incidents
   - Receiving an annual report from the head teacher on incidents of bullying, how they have been dealt with and any trends that might be emerging
   - Ensuring the welfare of staff and that the whole organisation promotes a supportive environment which does not tolerate bullying.

2. **<u>Head teacher</u>**
   The head teacher is responsible for ensuring good behaviour of children and young people within the organisation (in her absence one of the assistant head teachers should be contacted).

   The head teacher is responsible for:
   - Acting as a source of advice within the school
   - Ensuring that staff are familiar with and follow policy and procedures
   - Organising training on anti-bullying strategies within the school
   - Involving parents & carers; liaising with them and keeping them informed when incidents occur
   - Ensuring that all staff feel supported in their roles, working as a team without fear of bullying

3. **<u>Other Staff</u>**
   New staff are familiarised with this anti-bullying policy as part of their induction. Supply staff have a summarised form of the Relationships and Behaviour Policy incorporating a section about anti-bullying made available to them on their first day. However, if they are employed for any longer period of time (over two weeks) they are inducted in the same way as an appointed member of staff.

   Staff are responsible for:
   - Keeping alert for any potential signs of bullying
   - Referring any concerns to the Assistant Head teacher – Pastoral, DSL/DDSL while also addressing them themselves
   - Discussing any bullying incidents with the children and how they might all help to remove bullying from our environment
   - Addressing any issues of potential bullying identified within groups (as per the procedure documented in this policy)
   - Ensuring that any incidents are logged correctly, and that effective action is taken
   - Working with senior leadership and liaising with parents to reduce and remove incidents of bullying
   - Ensuring that their own behaviour is in line with the ethos of the school and does not constitute bullying

Procedures and practice

Our school culture

It is important that we set a good example as adults: our vales of Care, Courage and Curiosity guide all we do at Ashley. The way we work with one another, and our own productive and supportive relationships provide a model for children and young people. Our behaviour will reflect the restorative and relational approach that we practice at Ashley school; therefore, in the adult-child relationship, we should also be alert to how we address children, the language, the tone we use, and the response we expect. A general tone of respect, where care and consideration is expressed for others, is part of building a culture in which bullying can be acknowledged and dealt with.

Consulting with children

It is important that all members of staff take the time to discuss with the children their views on bullying, what it is and how it should be tackled. Regular RHE and restorative and relational lessons, School Council, whole school worship and behaviour systems all help to keep the school informed and working together to support this theme. A child-friendly version of this policy, which is shared with the whole community and new-starters, is available.

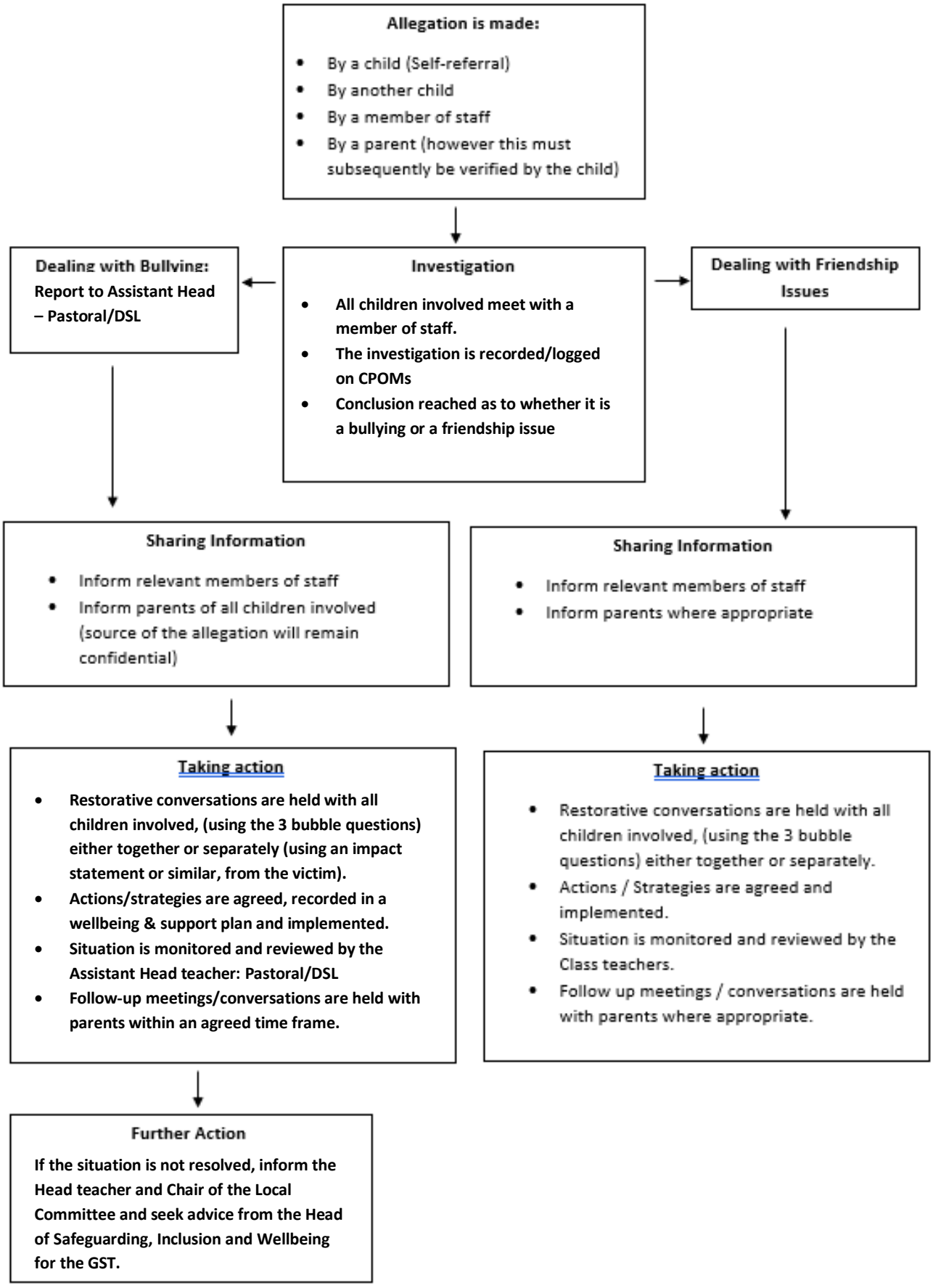
Guidance on recognising where bullying is taking place

We encourage children to report incidents of bullying either of themselves or of others. However, there are times when children may 'suffer in silence' out of fear of what might happen if the bullying is reported. Therefore, it is important that the staff watch out for the following indicators in the behaviour of victims of bullying. The victim might be:

- Frightened or unwilling to come to school
- Absent from school more than usual
- Withdrawn and anxious
- Starting to stammer
- Running away from school
- Crying at night or having nightmares
- Performing less well at school
- Coming home from school with damaged belongings or missing possessions
- Asking for money or stealing money
- Hiding mobile devices or unwilling to share
- Suffering from unexplained cuts and bruises
- Becoming more aggressive and bullying others
- Losing appetite or complaining of being hungry

There may be other reasons for this type of behaviour, but bullying is always a possible cause and will be investigated.

Procedure for dealing with allegations of bullying



Prevention
We will use a variety of methods for helping children to prevent bullying. As and when appropriate, these may include:

- Writing a class charter displayed in each classroom
- Signing a behaviour/ home-school agreement
- Writing stories or poems or drawing pictures about preventing bullying,
- Reading stories about bullying or having them read in a class or assembly
- Role-plays
- Health & Wellbeing curriculum
- Online safety curriculum and assemblies
- Having discussions about bullying and why it matters

Day-To-Day Monitoring

- Meeting with parents and log conversation/actions
- Establishing a wellbeing and support plan to re-assure parent and child
- Setting a deadline for improvement or further action
- Making sure all relevant staff are aware

Possible actions

- Look at classroom arrangement and seating positions
- Look into ways of improving playground supervision
- Investigate improving playground provision and zoning areas for quiet play
- "Buddy up" vulnerable children
- Instituting circle time to improve awareness and social cohesion within the class to encourage pupils to deal with peer group bullying issues
- Time with designated ELSA trained member of staff
- Consider place in line when moving around school

In Extreme Cases

- Always report extreme concerns to the Headteacher / Designated Safeguarding Lead, or Deputy DSL and create a risk assessment and wellbeing support plan
- If the concern is about a child on the SEND register, then request advice from our SENDCO (also a DDSL)
- Make sure that everyone who needs to know is kept up to date (parents, SENDCO, other teachers and support staff, social worker, counsellor etc).
- Make sure the school has a mobile phone or direct access number for the parent in an emergency
- Establish a clear procedure for notifying involved personnel in an emergency
- Make sure everyone concerned understands the problem, procedure and plan of support for the child
- Keep accurate records of the situation as it progresses.
- Talk to the child and the parents regularly and report any changes or concerns immediately
- Monitor carefully that the child is never left in an unsafe or vulnerable situation

Useful Links and Supporting Organisations

• Anti-Bullying Alliance: www.anti-bullyingalliance.org.uk
• Childline: www.childline.org.uk
• Family Lives: www.familylives.org.uk
• Kidscape: www.kidscape.org.uk
• MindEd: www.minded.org.uk
• NSPCC: www.nspcc.org.uk
• PSHE Association: www.pshe-association.org.uk
• Restorative Justice Council: www.restorativejustice.org.uk
• The Diana Award: www.diana-award.org.uk
• Victim Support: www.victimsupport.org.uk
• Young Minds: www.youngminds.org.uk
• Young Carers: www.youngcarers.net Cyberbullying
• Childnet: www.childnet.com
• Internet Watch Foundation: www.iwf.org.uk
• Report Harmful Content: https://reportharmfulcontent.com/
• UK Safer Internet Centre: www.saferinternet.org.uk
• The UK Council for Internet Safety (UKCIS): www.gov.uk/government/organisations/ukcouncil-for-internet-safety
• DfE 'Cyberbullying: advice for headteachers and school staff': www.gov.uk/government/publications/preventing-and-tackling-bullying
• DfE 'Advice for parents and carers on cyberbullying': www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

• Changing Faces: www.changingfaces.org.uk
• Mencap: www.mencap.org.uk
• Anti-Bullying Alliance Cyberbullying and children and young people with SEN and disabilities: www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/atrisk-groups/sen-disability
• DfE: SEND code of practice: www.gov.uk/government/publications/send-code-of-practice-0- to-25

Race, Religion and Nationality

• Anne Frank Trust: www.annefrank.org.uk
• Kick it Out: www.kickitout.org
• Report it: www.report-it.org.uk
• Stop Hate: www.stophateuk.org

LGBTQ+

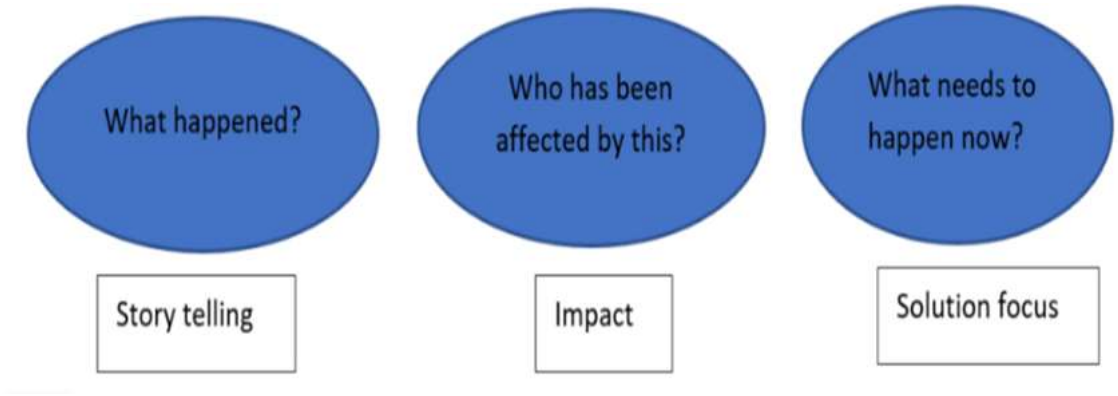
• Barnardo's LGBTQ Hub: www.barnardos.org.uk/what_we_do/our_work/lgbtq.htm
• Metro Charity: www.metrocentreonline.org
• EACH: www.eachaction.org.uk
• Proud Trust: www.theproudtrust.org
• Schools Out: www.schools-out.org.uk
• Stonewall: www.stonewall.org.uk Sexual Harassment and Sexual Bullying
• NSPCC 'Report Abuse in Education' Helpline: 0800 136 663 or help@nspcc.org.uk
• Ending Violence Against Women and Girls (EVAW): www.endviolenceagainstwomen.org.uk
• Disrespect No Body: www.gov.uk/government/publications/disrespect-nobody-campaignposters
• Anti-bullying Alliance: Preventing and responding to Sexual Bullying: www.antibullyingalliance.org.uk/tools-information/all-about-bullying/sexual-and-sexist-bullying
• Anti-bullying Alliance: advice for school staff and professionals about developing effective anti-bullying practice in relation to sexual bullying: https://anti-bullyingalliance.org.uk/toolsinformation/all-about-bullying/sexual-and-sexist-bullying/investigating-and-respondingsexual
• Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Appendix 1: Example action plan for a confirmed incident of bullying

Action	When / By when?	By who?	Completed Y/N
Speak to X (child) and identify key adults that they have trusted relationships with			
Speak to X and identify any spaces in school that they feel less safe			
Agree ways of communicating to adults if X feels uncomfortable at all in class or in the playground – either in person, non-verbal or physical (card, teardrop etc)			
Consider lunchtime club opportunities, roles and responsibilities			
Consider what/if emotional support to be put in place e.g. drawing & talking, ELSA, Mindworks etc and make any relevant referrals			
Early help referrals made if appropriate			
Complete wellbeing and support plan identifying actions to ensure that X feels safe in school			
Relationships & Behaviour policy and Anti-bullying policy shared with parents/carers			
Restorative conversation held with all parties once all feel comfortable to do so. If X not comfortable to meet face-to-face, capture a victim statement using structured restorative questions with key trusted adult in school. (Statement to then be shared with perpetrator – use restorative questions to allow reflection on actions).			
Put dates in calendar for follow-up meetings with child and parents/carers to review – one next week, one towards the end of term			

Appendix 2
Example approach for confirmed relational conflict

Where there is conflict in pupil relationships restorative conversations can be held using the three bubble questions:



Using this approach, pupils have the opportunity to reflect on what has happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, picture, or an action.

If the pupils are very young and / or have communication and interaction needs the WIBIT board prompts can be used instead to encourage a restorative process:

