

Graveley Primary School

A Church of England (VC) School



Anti-Bullying Policy

Date of policy	Summer Term 2025
Ratified by the Governing Board on	21/5/2025
Date of next review	Summer Term 2027

**"With God, all things are possible."
Matthew 19.26**

Our Christian Vision

Our core Christian Values of **Fellowship, Creativity** and **Harmony** shape Graveley Primary School.

Everyone is encouraged to become the best version of themselves: following the wisdom and example of Jesus, through life's joys, storms and uncertainties.

We want children to leave with their understanding **deepened**, minds enriched and hearts inspired.

1.Statement of Intent

Graveley School is committed to providing a caring and safe environment where all children can learn, play and feel safe. Bullying of any kind is unacceptable and the school actively promotes an anti-bullying environment.

Whilst we take every precaution to enable our pupils to feel safe, we acknowledge there can be incidents when pupils could be made to feel frightened, excluded or unhappy. If incidents do occur, everyone should know that they will be dealt with promptly and effectively in line with this policy.

This policy should be read in conjunction with the school's Behaviour Policy and the school's Child-Friendly Anti-Bullying Policy (appendix 1).

2.Aims and Objectives

All members of staff have a responsibility to recognise if bullying occurs and to take appropriate action in accordance with the school policy. This will happen in the following ways.

The school will:

- meet the legal requirement to have an anti-bullying policy in place.
- aim to reduce or eradicate wherever possible incidents in which pupils are subjected to bullying in any form
- ensure all pupils, staff, parents and governors are aware of the policy and fulfil their obligations to it.
- Support pupils and parents/guardians when bullying is reported in order to establish a resolution.
- provide support for pupils who are accused of bullying who may be experiencing problems of their own.

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3. Guiding Principles of the Policy

- In line with our school vision, everyone is encouraged to become the best version of themselves.
- All adults in the school community (staff, governors, and parents/carers) are expected to present positive role models to children
- Bullying is a shared problem and staff and parents will need to work together in partnership to resolve incidents
- The safety and welfare of the children concerned will at all times be central to decisions about actions taken in response to bullying.
- Anti-bullying approaches will be consistent with preparing children for life in an inclusive society. These include incorporating an acceptance of and valuing difference, the need to cope with difficult individuals including the role of forgiveness.
- When incidents have been dealt with all parties should be supported and enabled to move on positively. In keeping with our school ethos, it is our aim that in the resolution of incidents any differences between pupils are reconciled.

4. Definition of Bullying

4.1 What is Bullying?

‘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.’

Anti-Bullying Alliance 2021

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual - unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

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Bullying can also be prejudice-based or discriminatory, which is any type of direct physical or verbal bullying, indirect bullying or cyberbullying, based on protected characteristics such as:

- age
- disability
- gender reassignment
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Equality and Human Rights Commission 2021

4.2 Bullying is not:

- A one off or isolated incident.
- An action that is not deliberate.
- Teasing or banter between friends without intention to cause hurt (*however just because 'banter' doesn't constitute all the elements of bullying doesn't mean it's acceptable. Children are taught that just because they think something is a joke, others may not and to consider the impact of their words on others*)
- Falling out between friends after a quarrel, disagreement or misunderstanding.
- Conflict that got out of hand (this should not happen again).
- Activities that all parties have consented to and enjoyed.

4.3 Child-on-Child abuse:

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice-based and discriminatory); abuse in intimate personal relationships between children; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse); sexual violence; sexual harassment; causing someone to engage in sexual activity without consent; sexting; upskirting; and/or initiation/hazing type violence and rituals. (*Keeping Children Safe in Education 2022*)

Bullying and child-on-child abuse often take similar forms. For the purpose of this policy, the strategies and role of all parties in preventing and dealing with incidents of both, apply in the same way. However, there may be times when the school's Safeguarding Policy, need also be applied when dealing with child-on-child abuse specifically.

Not all hurtful behaviour is bullying but all hurtful behaviour is unacceptable in school. Although not all hurtful behaviour is intentional, all hurtful behaviours are a matter of concern and will be dealt with by the school. Where pupils cause harm or distress without intent, the impact of their behaviour will be pointed out.

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5. The Role of the School:

Staff must understand the importance of preventative measures and the procedures to follow if an incident of bullying or child on child abuse takes place.

5.1 The school will:

- In line with the school vision, encourage all pupils to become the best version of themselves.
- Help children to behave in a socially responsible way through the PSHE and RE curriculum in particular.
- Provide opportunities for the children to share their ideas and feelings about bullying
- Promote positive attitudes towards differences.
- Encourage the children to follow the school code of conduct.
- Ensure that all children know that the school cares about bullying.
- Organise supervision of key areas of the school.
- Provide children with a voice through pupil parliament, house captains and ambassadors.
- Provide whole school initiatives, proactive teaching strategies and assemblies to promote positive relationships in school.

5.2 Prevention:

It is important to us to develop appropriate strategies in order to prevent the issue of bullying and child on child abuse rather than manage the issues in a reactive way. We recognise that bullying and child-on-child abuse can and will occur even with the most stringent of policies and support mechanisms. In which case it is important to continue to recognise and manage such risks and learn how to improve and move forward with strategies in supporting young people to talk about any issues and through sharing information with all staff.

We will minimise the risk of bullying by pupils by:

- Providing PSHE as a key part of our curriculum, alongside our Values Curriculum. This will enable children to develop their understanding of acceptable behaviours, healthy relationships, protective behaviours and keeping themselves safe. Bullying and child on child abuse will also be covered under this curriculum throughout the academic year and will be a regular focus in assemblies and during national Anti-Bullying Week and Safer Internet Day.
- Having effective systems within our school for children to be able to raise concerns with staff, knowing they will be listening to, supported and valued, and that issues will be looked into and addressed. Ensuring all children are provided with a copy of our child-friendly Anti-Bullying Policy at the start of each year.
- Signposting will be made available to all children in the event that they don't feel confident raising an issue to staff. For example, external services or support programmes will be brought in to talk to young people about specific issues in support of the prevention of bullying or child on child abuse.
- Ensure that children are part of changing their circumstances and that of the procedures within schools, by having an active school council and pupil voice and encouraging young people to support changes and develop 'Code of Conduct'.

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- Liaising and working with other professionals to develop robust risk assessments for children identified as posing a potential risk to other children.
- Liaising with specialists to deliver appropriate targeted work to children identified as being at potential risk.
- Structured dinner times offer opportunities to develop cooperative behaviour, reinforcing the need to consider others. Encourage 'active play'.
- Be equally concerned about bullying on the way to and from school.
- Involve the police where necessary.
- Regularly provide information to parents on how to support our anti-bullying work.
- Annual survey of pupil views on how safe they feel from harassment and bullying. Results discussed at Senior Leadership Meetings and appropriate actions drawn up.
- To review policy and practice regularly.
- Behaviour Log review half termly by Deputy Headteacher to highlight concerns and create an action plan to support specific individuals or groups.

Specific measures are in place to prevent specific types of bullying e.g.

- **Cyberbullying** - Online Safety taught explicitly in computing lessons at the start of each academic year and also embedded in the weekly computing curriculum. The school participates in Safer Internet Day each year and posters are displayed prominently around the school displaying the SMART* message.
- **Prejudice-based/Discriminatory** - We work hard to create a school culture that reflects safety and inclusivity. We celebrate difference, through regular collective worship exploring disability, adversity and different cultures. We include, involve and empower all staff and pupils in all aspects of school life and teach pupils to use the language of diversity. Our library and bookshelves are continually being refreshed to reflect diversity within our society. Our Jigsaw PSHE curriculum introduces pupils (at an age-appropriate level) to the different relationships different people have in society.

5.3 Responding to incidents of bullying:

Victims and witnesses of bullying must know that it is 'OK to tell' and that they will receive practical help if they do so. All pupils are provided with a copy of the Child-Friendly Anti-Bullying Policy at the start of the school year. When responding to incidents of bullying staff will ensure that:

- The school's opposition to such behaviour is made clear.
- The reasons for the school's objections to such behaviour are explained.
- Steps are taken to ensure, that as far as possible, such behaviour is not repeated.
- The parents of the offender are informed of the school's policy not to tolerate such behaviour.
- Children who have been bullied, and their parents, are supported and kept informed.
- Both parties may get a buddy from their class to help support them.
- The nature and response to an incident is made known to other staff.

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5.4 Strategies for dealing with bullying

Class teachers report all incidents of bullying or regular incidents between the same group of pupils to the Head Teacher or Deputy Head Teacher. A member of the Senior Leadership Team will investigate any reported incident. The school will endeavour to operate a 'no blame approach'. We offer support to all affected parties avoiding the labels of 'victim' or 'bully'.

Any actions or consequences taken as a result of the incident or incidents will take into account the age, special educational needs, disabilities or other circumstances involving the child known by the school.

In dealing with incidents of bullying we will use a range of strategies, selecting those appropriate to the circumstances from the following list:

- Cooperative group work to encourage children to work together, be tolerant of each others' ideas, trust others and be more willing to listen.
- Circle time for children to take part in games, activities and discussions in a safe environment.
- Circle of friends to build relationships around a vulnerable pupil with agreement of parents and the children.
- Support group to support the child involved in the bullying to change their behaviour and the to give the bullied child strategies to prevent the bullying.
- Mediation by adults to establish ground rules between the child involved in bullying and the child being bullied so they can co-exist in school.

5.5 Further steps:

If necessary we will take further actions in line with the school behaviour policy. These may include:

- Removal from the group and time for reflection
- Withdrawal of break time and lunchtime privileges, to undertake educational consequences e.g. supporting younger children, helping adults with jobs which benefit the whole school community
- Seek advice and support from external agencies
- In extreme cases the school will consider a fixed term and/or permanent exclusion

6. The Role of the Parents:

- Supporting our Anti-bullying Policy.
- Discourage their children from using bullying behaviour at school, at home or elsewhere.
- Take an active interest in their children's school life, discuss friendships, how playtime is spent and the journey to and from school.
- Watch out for signs that their children are being bullied, or are bullying others.
- Contact the school at the first sign if they are worried that their children are being bullied or are bullying others, making an appointment to see the child's class teacher.

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- When speaking to the teacher be as clear as possible about what your child says has happened - give dates, places and names of others involved.
- Encouraging their children to be positive members of the school community.
- Discussing with their child's teacher any concerns that their child may be experiencing.
- Helping to establish an anti-bullying culture outside school.
- Work with the school to seek resolution.

7. The Role of the Governing Board:

The governing board has an important role to play in ensuring that the policy is operated by all staff and that it is effective. The governing body will:

- Review the school's Anti-Bullying Policy regularly.
- Ask for information to enable it to monitor the implementation and evaluate the effectiveness of the policy.

8. The Role of Pupils:

- If you see bullying behaviour happen, do something about it.
- Try hard not to use bullying behaviour.
- If you think you are being bullied tell an adult.
- Stand up, speak out, take action – don't be a bystander
- Don't follow the crowd

9. Monitoring and evaluation of the policy

To ensure the policy is effective, it will be regularly reviewed and any changes made will be updated and made available via the school website.

APPENDIX ONE - Child Friendly Anti-Bullying Policy

If you are being bullied...

DO:

- Ask them to STOP it you can.
- Use eye-contact and tell them to go away.
- Try to ignore them.
- Walk away.
- Put a note in the Worry Box
- Find a friend

TELL SOMEONE

DON'T:

- Do what they say.
- Get angry or hit back
- Think it is your fault.

What if I see someone else being bullied?

DON'T BE A BYSTANDER!

- Tell an adult straight away.
- Don't try and get involved – you might end up getting hurt or you could end up in trouble yourself.
- Don't stay silent or the bullying will keep happening.



What will happen to a bully?

Mr Hand, The Teachers, Support Staff and Governors work hard to make our school a place where everyone can feel happy and safe. That means no bullying is allowed! We will help everyone to get on with each other and we believe that everyone has the right to be who they are.



**Graveley
Primary School**

**Child Friendly
Anti-Bullying Policy**
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*Created by Pupil Parliament and
our House Captains*



What is Bullying?

A bully is someone who hurts someone else continually, using behaviour which is meant to hurt, frighten or upset another person. A bully will repeat this behaviour. A bully sets out to hurt.

Bullying is NOT...

Accidents, fallouts with friends, something that happens one time.



Bullying can be...

EMOTIONAL: Hurting people's feelings, leaving you out.

PHYSICAL: Punching, kicking, spitting, hitting and pushing.

VERBAL: Being teased, name-calling, saying things behind a person's back.

CYBER: Saying unkind things by text, email or online.

PREJUDICE: Calling you names because of your skin-colour, religion or disability

SEXIST or HOMOPHOBIC: Saying unkind things because of someone's gender (girl or boy), or the way in which they act or identify e.g. use language such as a 'gay' in a negative way.



When is it bullying?

Several

Times

On

Purpose

What can you do?

Start

Telling

Other

People



Who can I tell?

- ✓ A friend
- ✓ A Peer Mediator
- ✓ House Captains/Pupil Parliament
- ✓ Your Parents or Family
- ✓ Any Teacher
- ✓ Any Other School Adult
- ✓ Childline



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APPENDIX TWO - SMART INTERNET SAFETY POSTER



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