



Anti-Bullying Policy

Chair of Governors:

Date: January 2025

Review: January 2027

Key Contact Personnel in School

Designated Safeguarding Lead: Amy Rowley-Jones (DSL, HT)

Deputy Designated Safeguarding Leads: Stacey Martin, Sarah Hills, Sara Bridger, Louisa Glover, Ruth Ashford

Named Governor with Safeguarding lead: Gemma Pressman

Links with other statutory guidance/ school policies and practices

This policy has been written in accordance with DfE guidance – Preventing and Tackling Bullying and Keeping Children Safe in Education

This policy will be reviewed at least annually, and following any concerns and/or updates to national and local guidance or procedures.

School policies:

- Relationship and Behaviour policy
- Complaints policy
- Safeguarding policy
- Online Safety and Acceptable Use Policy
- School Curriculum documents
- Equality policies

Legislation links:

There are a number of pieces of legislation which set out measures and actions for schools in response to bullying, as well as criminal and civil law. These may include (but are not limited to):

- The Education and Inspection Act 2006
- The Equality Act 2010
- The Children Act 1989
- Protection from Harassment Act 1997
- The Malicious Communications Act 1988
- Public Order Act 1986

Policy objectives:

- All governors, teaching and non-teaching staff, pupils and parents/carers should have an understanding of what bullying is.
- This policy outlines what Walderslade Primary School will do to prevent and tackle all forms of bullying.

Walderslade Primary School is committed to developing an anti-bullying culture where the bullying of adults, children or young people is not tolerated in any form.

Responsibilities

It is the responsibility of:

- All stakeholders at Walderslade Primary School to stand united against bullying in all forms.
- The Headteacher to communicate this policy to the school community, to ensure that disciplinary measures are applied fairly, consistently and reasonably, and that a member of the Senior Leadership Team has been identified to take overall responsibility.
- School governors to take a lead role in monitoring the impact of this policy
- All staff, including: governors, senior leadership, teaching and non-teaching staff, to support, uphold and implement this policy accordingly.
- Parents/carers to support their children and work in partnership with the school.
- Pupils to abide by the policy.

Definition of bullying

'Bullying can be defined as 'behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally'. DfE 'Preventing and Tackling Bullying'.

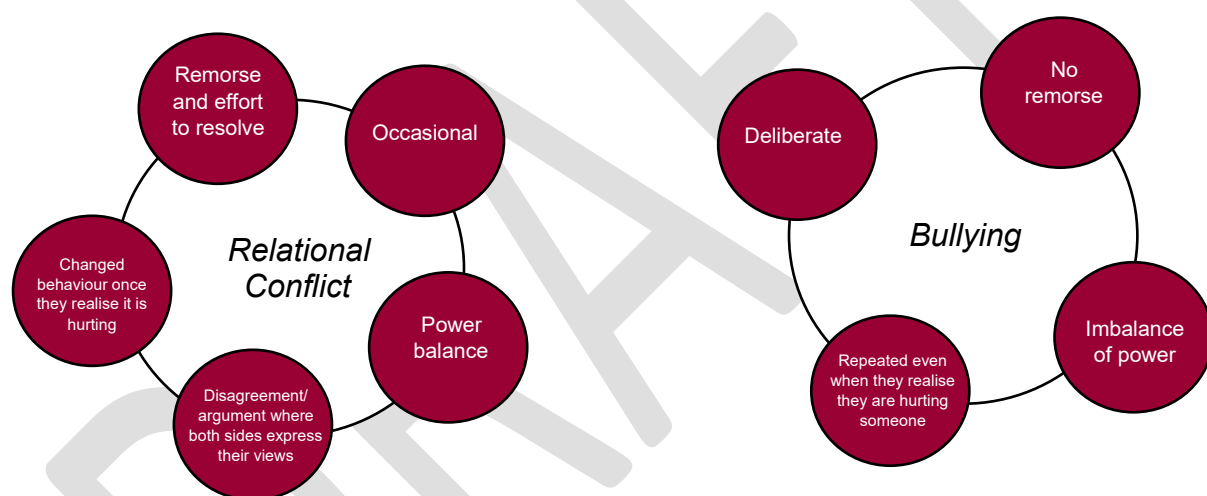
- Bullying can include physical and emotional abuse such as name calling, taunting, mocking, making offensive comments, kicking, hitting, taking belongings, producing offensive graffiti, gossiping, peer isolation, (e.g. excluding people from groups) and spreading hurtful and untruthful rumours.
- The same unacceptable behaviours can be expressed online; this is sometimes called online bullying or cyberbullying. This can include sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.
- Walderslade Primary School recognises that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.
- Bullying is recognised by Walderslade Primary School as being a form of child-on-child abuse; children can abuse other children.
- Abuse is abuse and it should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

- We recognise that even if there are no reports of bullying, it does not mean it is not happening and it may be the case that it is just not being reported.
- All victims will be taken seriously and offered appropriate support, regardless of where the abuse takes place.
- We use the STOP slogan to help children understand what bullying is and how to respond.

Bullying:
Several **Start**
Times **Telling**
On **Other**
Purpose **People**

Bullying or relational conflict?

- It is important to understand the difference between relational conflict and bullying, so that we are clear about when an incident is bullying and when it is not. The diagrams below explain key differences between relational conflict and bullying:



We will always take allegations of bullying seriously.

Walderslade recognise that bullying can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Forms of bullying covered by this policy

Bullying can happen to anyone. Potential signs of bullying are in Appendix 1. This policy covers all types of bullying, including:

- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Physical bullying- pushing, kicking, hitting, punching or any use of violence
- Emotional bullying -being unfriendly, excluding, tormenting
- Sexual bullying- unwanted conduct of a sexual nature such as sexual comments, remarks, jokes and online sexual harassment
- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
 - Bullying related to race, religion, faith and belief and for those without faith
 - Bullying related to ethnicity, nationality or culture
 - Bullying related to Special Educational Needs or Disability (SEND)
 - Bullying related to sexual orientation (homophobic/biphobia bullying)
 - Gender based bullying, including transphobic bullying

School ethos

Walderslade Primary School community recognises that bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing. By effectively preventing and tackling bullying, our schools can help to create safe, disciplined environment, where pupils are able to learn and fulfil their potential.

Our Community.

- Understands the importance of challenging inappropriate behaviours between peers. ○ Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Trains staff in the possible signs of bullying. (See Appendix 1) ○ Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND and LGBTQ+. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the antibullying policy.
- Recognises the potential impact of bullying on the wider family of those affected, so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.

- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from the Local Authority and other relevant organisations when appropriate.
- Provide and monitor “STOP” Boxes, our discrete way to report bullying (see Appendix 2).

Responding to bullying

The following steps will be taken when dealing with any incidents of alleged bullying reported to the school:

- If alleged bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and involving them in any decision making, as appropriate.
- The Designated Safeguarding Lead (DSL) and Headteacher will be informed of all alleged bullying concerns via MyConcern.
- The Headteacher, DSL or another appropriate member of leadership staff will investigate the alleged bullying, including interviewing all parties involved.
- As the investigation proceeds, a clear and precise account of alleged bullying incidents will be recorded and logged by the school.
- On the conclusion of the investigation into alleged bullying, a decision will be taken on whether this is or is not a confirmed case of bullying.
- Appropriate sanctions, for example as identified within the school Behaviour Policy, and support will be implemented in consultation with all parties concerned.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate, and in line with Safeguarding policy and confidentiality
- If necessary, other agencies may be consulted or involved, for example the police, if a criminal offence has been committed, or social services support if a child is felt to be at risk of significant harm.

Online Bullying

When responding to online bullying concerns, the school will:

- Act as soon as an incident has been reported or identified.
- Provide appropriate support for the person who has been cyberbullied, and work with the person who has carried out the bullying to ensure that it does not happen again.
- Encourage the person being bullied to keep any evidence (screenshots) of the bullying activity to assist any investigation.
- Take all available steps where possible to identify the person responsible. This may include:
- looking at use of the school systems

- identifying and interviewing possible witnesses
- Contacting the service provider and the police, if necessary.
- Work with the individuals and online service providers to prevent the incident from spreading and assist in removing offensive or upsetting material from circulation. This may include:
- Support reports to a service provider to remove content if those involved are unable to be identified or if those involved refuse to or are unable to delete content.
- Confiscating and searching pupils' electronic devices, such as mobile phones, in accordance with the law and the school Behaviour Policy.
- Requesting the deletion of locally-held content and content posted online if they contravene school behavioural policies.
- Where an individual can be identified, the school will ensure that appropriate sanctions are implemented to change the attitude and behaviour of the bully, as well as ensuring access to any additional help or support they may need.
- Inform the police if a criminal offence has been committed.
 - o Provide information to staff and pupils regarding steps they can take to protect themselves online. This may include:
 - o advising those targeted not to retaliate or reply
 - o providing advice on blocking or removing people from contact lists
 - o helping those involved to consider and manage any private information they may have in the public domain
 - o

Our school has a clear awareness of the risks posed to pupils from online bullying and recognises the shared responsibility we have to ensure its prevention (See Safeguarding & Online Safety Policies).

To prevent online bullying, the school will:

- regularly promote awareness of the risks of online bullying and safe practices when using technology through regular assemblies throughout the year.
 - ensure that the Computing Curriculum and Online Safety Curriculum teaches children how to recognise online bullying and how to use IT safely.
 - ensure that any related policies, including the Online Safety Policy, make specific reference to anti-bullying procedures
- ensure that any mobile phones brought onto the premises by pupils are kept in the secure designated places.

Online bullying and the law:

Some online bullying activities could be criminal offences under a range of different laws, including the Protection from Harassment Act 1997, which has both criminal and civil provision, the Malicious Communications Act 1988, section 127 of the Communications Act 2003, and the Public Order Act 1986.

Should any incidents or suspected incidents of online bullying occur, they will be dealt with following the procedures outlined in this policy and will be recorded, investigated and dealt with appropriately.

Supporting pupils

Pupils who have been bullied will be supported by:

- Providing discrete monitored methods of reporting bullying via our "STOP Boxes".
 - o Reassuring the pupil and providing immediate pastoral support.
- Offering an immediate opportunity to discuss the experience with their teacher, the DSL, or a trusted member of staff of their choice.
- Being advised to keep a record of the bullying as evidence and discuss how to respond to any further concerns.
- Working towards restoring self-esteem and confidence.
- Providing ongoing support. This may include working and speaking with staff, offering formal counselling, engaging with parents and carers.
- Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this could include support through social services or health services.

Pupils who have perpetrated the bullying will be helped by:

- Discussing what happened, establishing the concern and the need to change.
 - o Informing parents/carers to help change the attitude and behaviour of the child.
 - o Providing appropriate education and support regarding their behaviour or actions.
- If online, requesting that content be removed and reporting accounts/content to service provider.
- Consequences, in line with school Relationships and Behaviour Policy. This may include:
 - o warnings
 - o removal from the environment for a period of time
 - o removal of privileges (including online access when encountering online bullying concerns)
 - o in extreme or repeated cases, internal exclusion, suspension or permanent exclusion.

Where necessary, working with the wider community and local/national organisations to provide further or specialist advice and guidance; this may include involvement from the Police or referrals to social services or health services.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in overcoming these barriers
 - o Any reports of abuse involving children with SEND will therefore require close liaison with the Designated Safeguarding Lead (or a deputy) and the SENCO.

Supporting adults

Our school takes measures to prevent and tackle bullying among pupils; however, it is equally important to recognise that bullying of adults, including staff and parents, whether by pupils, parents or other staff members, is unacceptable.

Adults who have been bullied or affected will be supported by:

- Offering an immediate opportunity to discuss the concern with the Designated Safeguarding Lead, a senior member of staff and/or the Headteacher.
- Advising them to keep a record of the bullying as evidence and discuss how to respond to future concerns.
- Where the bullying takes place off school site or outside of normal school hours
 - (including online), the school will still investigate the concern and ensure that
- appropriate action is taken in accordance with the schools'

Discipline and Conduct Policy and Code of Conduct

- Reporting offensive or upsetting content and/or accounts to the service provider, where the bullying has occurred online.
- Reassuring and offering appropriate support.
- Working with the wider community and local/national organisations to provide further or specialist advice and guidance.

Adults who have perpetrated the bullying will be helped by:

- Discussing what happened with a senior member of staff and/or the Headteacher to establish the concern.
- Establishing whether a legitimate grievance or concern has been raised and signposting to the school's official complaints procedures.
- If online, requesting that content be removed.

Instigating disciplinary, civil or legal action as appropriate or required.

Preventing bullying

Environment

The whole school community will:

- Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all.
 - o Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
 - o Create an environment where all potential victims of bullying or child on child abuse are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment or bullying. Nor should a victim ever be made to feel ashamed for making a report.

- Recognise that bullying can be perpetrated or experienced by any member of the community, including adults and children (child on child abuse).
 - o Openly discuss differences between people that could motivate bullying, such as: religion, ethnicity, disability, gender, sexuality or appearance related difference. Also children with different family situations, such as looked after children or those with caring responsibilities.
- Recognise the potential for children with Special Educational Needs and Disabilities (SEND) to be disproportionately impacted by bullying and will implement additional pastoral support as required.
- Challenge practice and language (including 'banter') which does not uphold the school values of tolerance, non-discrimination and respect towards others
- Be encouraged to use technology, especially mobile phones and social media positively and responsibly.
- Work with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Promote the use of, monitor and respond to the use of STOP boxes in Key stage1 and Key stage 2 as a discrete method for reporting bullying or child on child abuse (see Appendix 2).
- Actively create "safe spaces" for vulnerable children and young people.
- Celebrate success and achievements to promote and build a positive school ethos.

Policy and Support

The whole school community will:

- Train all staff, including teaching staff, support staff (e.g. administration staff, lunchtime support staff and site support staff) and pastoral staff, to identify all forms of bullying and take appropriate action, following the school's policy and procedures, including recording and reporting incidents.
- Consider a range of opportunities and approaches for addressing bullying throughout the curriculum and other activities, such as: through displays, assemblies, peer support, the school council.
 - o Collaborate with other local educational settings as appropriate, and during key times of the year, for example during transition
- Ensure anti-bullying has a high profile throughout the year, reinforced through key opportunities such as anti-bullying week
- Provide systematic opportunities to develop pupils' social and emotional skills, including building self-esteem.

Involvement of pupils

We will:

- Involve pupils in decision making, to ensure that they understand the school's approach and are clear about the part they have to play to prevent bullying.
 - o Regularly canvas children and young people's views on the extent and nature of bullying.
 - o Ensure that all pupils know how to express worries and anxieties about bullying including use of our "STOP" boxes.

- Ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying. o Involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum, especially our message of Walderslade is united against bullying.
- Publicise the details of internal support, as well as external helplines and websites.
- Offer support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Involvement and liaison with parents and carers

We will:

- Take steps to involve parents and carers in developing policies and procedures, to ensure they are aware that the school does not tolerate any form of bullying.
- Make sure that key information about bullying (including policies and named points of contact) is available to parents/carers in a variety of formats, including via the school website.
- Ensure all parents/carers know who to contact if they are worried about bullying and where to access independent advice.
- Work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying.
- Ensure that parents work with the school to role model positive behaviour for pupils, both on and offline.
- Ensure all parents/carers know about our Complaints Policy and how to use it effectively, to raise concerns in an appropriate manner

Monitoring and review: putting policy into practice

- The school will ensure that they regularly monitor and evaluate mechanisms to ensure that the policy is being consistently applied.
- Any issues identified will be incorporated into the school's School Improvement Plan

Useful links and supporting organisations

The following links may provide additional support to children, staff or families. Additional Links can be found at www.gov.uk/government/publications/preventing-and-tackling-bullying

- 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

Online Bullying

- 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 cyber bullying':
www.gov.uk/government/publications/preventing-and-tackling-bullying

SEND

- Changing Faces: www.changingfaces.org.uk
- Mencap: www.mencap.org.uk
- Anti-Bullying Alliance Online bullying 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-ofpractice-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
- Tell Mama: www.tellmamauk.org
- Educate against Hate: www.educateagainsthate.com
- Show Racism the Red Card: www.srrc.org/educational

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](tel:0800136663) 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
- Childnet Project DeShame (Online Sexual Harassment and Bullying): www.childnet.com/our-projects/project-deshame

Walderslade is united against bullying

STOP, THINK – Could it be bullying?

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn, anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing or losing money (to pay bully)
- has unexplained cuts or bruises
- comes home starving (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber-message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Staff - If in doubt, talk to a DSL

Parents/carers – If in doubt, talk to your child's class teacher

Appendix 2: STOP Boxes



Where are the STOP boxes?

We have two stop boxes in our school, one upstairs (located in the library) and one downstairs (located in the Computing suite). These are locked boxes, where children can post any concerns they have about behaviour that they consider to be bullying or harassment. Children record their name and class on the note, so that it can be followed up.

Children are still encouraged to speak to staff if they have any concerns. The STOP box provides an alternative for any children who may initially prefer to write it down, rather than talk to an adult.

What happens to the notes?

They are checked twice a week by a member of staff (DSL or SLT). The notes are then read and handed to the class teacher.

The class teacher will carry out an initial investigation. If alleged bullying is involved, the class teacher will inform the DSL and Headteacher, keeping the STOP box note.

Sometimes, the notes can refer to relational conflict, not bullying. However, all notes are taken seriously, with actions recorded as a result.

