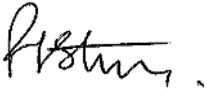


Anti- Bullying Policy

Our vision for Barncroft Primary School is to be a hive of learning where everybody challenges themselves and is nurtured to become confident and respectful members of the community with the skills they need to achieve their dreams.

Should be read in conjunction with the Equalities Policy

Document Information			
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Signature (Chair of Governors): 			

This school has a zero-tolerance approach to bullying

Schools in England have a legal duty to ensure the safety of all children and young people and to prevent all forms of bullying.

The Education and Inspections Act 2006: The Education Act 2011

A definition of bullying:

Bullying is unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both children who are bullied and who bully others may have serious, lasting problems.

In order to truly be an act of bullying the following three characteristics must be present:

- Repetition – a bully picks on his or her target every day and/or every time they are together.
- Power imbalance – The target always loses because the bully is bigger and stronger (physically or socially).

- Intent to harm – The target is always afraid and is upset because of what the bully has threatened to do.

Types of Bullying

Physical

Physical bullying is the most obvious form of bullying. It occurs when children use physical actions to gain power and control over their targets.

Physical bullies tend to be bigger, stronger and more aggressive than their peers.

Examples of physical bullying include kicking, hitting, punching, slapping, shoving and other physical behaviour.

Verbal

Verbal bullies use words, statements and name-calling to gain power and control over a victim. Typically, verbal bullies will use relentless insults to belittle, demean and hurt another person. They choose their targets based on the way they look, act or behave. It's also not uncommon for verbal bullies to target pupils with special needs.

Research has shown that verbal bullying and name-calling has serious consequences. In fact, it can leave deep emotional scars.

Social

Social Bullying is a sneaky and insidious type of bullying that often goes unnoticed by parents and teachers. Sometimes referred to as emotional or relational bullying, social bullying is a type of social manipulation. Social bullies often exclude others from a group, spread rumours, manipulate situations and break confidences. The goal behind a social bullying is to increase their own social standing by controlling or bullying another person. A child who is experiencing social bullying is likely to be teased, insulted, ignored, excluded and intimidated.

Cyber

When a child uses the Internet, a mobile phone or other technology to harass, threaten, embarrass or target another child, this is called cyberbullying. If an adult is involved in the harassment this is called cyber-harassment. Examples of cyberbullying include posting hurtful images, making online threats, and sending hurtful emails or texts.

Cyberbullies often say things that they do not have the courage to say face-to-face because technology makes them feel anonymous, insulated and detached from the situation. As a result, online bullying is often mean and cruel. To the targets of cyberbullying, it feels invasive and never ending. Bullies can get to them anytime and anywhere, often in the safety of their own home. Consequently, the consequences of cyberbullying are significant.

Sexual

Sexual bullying consists of repeated, harmful and humiliating actions that target a person sexually. Examples include sexual name-calling, crude comments, vulgar gestures, uninvited touching, sexual propositioning and pornographic materials. For instance, a bully might make a crude comment about a girl's appearance, attractiveness, sexual development or sexual activity.

Prejudicial

Prejudicial bullying is based on prejudices children have toward people of different races, religions or sexual orientation. This type of bullying can encompass all the other types of bullying as well including cyberbullying, verbal bullying, social bullying, physical bullying and sometimes even sexual bullying.

When prejudicial bullying occurs, children are purposely targeting others who are different from them and singling them out. Any time a child is bullied for his race, religion or sexual orientation, it is recorded and reported.

Prevention

Bullying can threaten children's physical and emotional safety at school and can negatively impact their ability to learn. We believe the best way to address bullying is to stop it before it starts. For this reason, Barncroft Primary School puts into place many strategies to prevent bullying e.g.

- **Building a safe environment**- we establish a school culture of acceptance, tolerance and respect. We use staff meetings, assemblies, class and parent meetings, the school website, and close links with our local PCSOs to establish a positive climate at school. We continually reinforce positive social interactions and inclusiveness.
- **Educate children, staff and parents**- we build bullying prevention material into the curriculum and school activities. We train teachers and staff on the school's rules and policies. We give them the skills to intervene consistently and appropriately.
- **Clear policies and rules**- at Barncroft we have a clear vision statement, code of conduct, school wide rules, and a bullying reporting system. These establish a climate in which bullying is not acceptable.

Identification and reporting of bullying

By highlighting the impact of bullying on children in schools, communities and in cyberspace, the school aims to:

- Empower children to make a report bullying – whether it is happening to them or to someone else, face to face or online
- Help parents and carers have conversations with their children about bullying – both as a way of preventing bullying, and to help children who are worried about bullying

- Encourage 'open discussions' where all children and young people are given a safe space to discuss bullying and other issues that affect their lives, and are supported to report all forms of bullying
- Equip teachers to respond effectively when children tell them they're being bullied
- Raise awareness of the impact of bullying on children's lives if they don't tell anyone it's happening

Strategy for dealing with bullying

In dealing with bullying, staff at Barncroft Primary follow these fundamental guidelines.

- We never ignore suspected bullying
- We do not make premature assumptions
- We listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth
- We follow up proven cases to check bullying has not returned
- We keep detailed records

In response to a complaint of bullying, a senior member of staff will undertake a full investigation, keeping detailed records and applying sanctions as necessary.

- Parents will receive an acknowledgement of the report within 24 hours
- A full investigation will be conducted within 3 school days
- A written outcome will be sent to parents within 5 school days

The investigations may involve:

- Discussing the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
- Identifying the bully/bullies and any witnesses.
- Interviewing witnesses.
- Discussing the incident(s) with the alleged bully. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
- If the bully admits to the bullying, making it understood that bullying is not acceptable at Barncroft Primary. Apply sanctions relevant to the type of bullying.
- If the allegation of bullying is denied, investigating further. If there is sufficient evidence that the bullying occurred, applying relevant sanctions.
- Holding separate discussions with parents of bully and victim.

Sanctions for the bully include:

- Withdrawal from school clubs.
- Loss of break times for a period to be determined by the headteacher.

- Being barred from school during lunchtimes for a period to be determined by the headteacher.
- Fixed period of exclusion from school.
- A Support Programme for the victim with a mentor/named person (usually a senior member of staff) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
- A Support Programme for the bully. This will include a Behaviour Support Programme and opportunities in circle time 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.

Monitoring the policy

All incidences of poor behaviour are discussed and recorded weekly during the 'Behaviour and Welfare' meetings. Actions are put in place, and the impact of the actions monitored the following week. This includes incidents of withdrawal, exclusion, welfare concerns, discriminatory or bullying behaviours. This will then be reported to Governors.

Further information on children's attitude to school and the Behaviour policy will be gathered from the Pupil Attitude Survey. Outcomes from this survey will be discussed by the Leadership Team and reported to Governors. This policy will be reviewed every 2 years.