LITTLE THURROCK PRIMARY SCHOOL

Anti-Bullying Policy

Signed: Denise Hanson **Chair of Governors**

Signed: Ian Robert Boyd **Headteacher**

Date: February 2026
Next Review: February 2027

Changes since last review
Added in the responsibilities of the governing board on page 6.

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1) 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 Little Thurrock Primary School. At Little Thurrock Primary School, we believe that everyone has 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. We have the responsibility not to bully or accept the bullying behaviour of others. It is everyone's responsibility to prevent it happening. The Osborne Trust Positive Relationships and Behaviour Policy Statement makes it clear that good standards of behaviour are expected from all members of the school community.

2) Rationale, school and trust values

We believe that the way we feel about our relationships and ourselves has a major impact on our ability to learn. Our children need to feel safe and secure at school in order to learn and achieve. Research shows that the common effects of bullying are anxiety and depression, poor self-esteem, and withdrawal. No one should be a victim of bullying. Everybody has the right to be treated with respect. Children who bully need help to learn different ways of behaving.

School vision and values
Our school has a commitment to:

- Ensure an enriched curriculum that meets the needs of all our learners;
- Promote the highest aspirations of our pupils;
- Encourage a passion for learning;
- Uphold core British Values;
- Develop children's ability to manage their own health, safety and wellbeing;
- Empower our children to become autonomous, resilient individuals;
- Recognise the vital role of parents and carers in their children's education.

Co-operative values
As a member of the Osborne Co-operative Academy Trust, our school is committed to the Co-operative values of:

- Self-Help
- Solidarity
- Democracy
- Equality
- Equity
- Self-Responsibility

School behaviour policy
Our school behaviour policy may be summed up in three words:
Ready, Respectful and Safe
By this we mean:

Ready – Being ready to learn.

Respectful – Treating all members of the school community and property with respect.

Safe – Keeping ourselves and others safe.

Bullying is contrary to the school vision and values, the Co-operative values and our school behaviour policy.

3) Definition

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 be:

- Emotional – being unfriendly, excluding, tormenting;
- Physical – pushing, kicking, punching or any use of violence;
- Verbal – name-calling, sarcasm, spreading rumours and teasing;
- Racist – racial taunts, graffiti, gestures;
- Sexual – unwanted physical contact or sexually abusive comments;
- Homophobic – because of, or focusing on the issue of sexuality.
- Extortion - demanding money/goods with threats
- Cyber - all digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms misuse

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.'

(Preventing and tackling bullying
Advice for headteachers, staff and governing bodies
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.'

(Preventing and tackling bullying
Advice for headteachers, staff and governing bodies
Dfe publications July 2017)

The advice 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.'

(Preventing and tackling bullying
Advice for headteachers, staff and governing bodies
Dfe publications July 2017)

4) Roles and Responsibilities

The school's responsibilities:

- 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.

The Governing board's responsibility

- To monitor incidents of bullying through the half-termly report from the headteacher.
- To challenge the senior leadership of the school to ensure that bullying is tackled effectively.
- To Ensure appropriate policies and procedures are in place to prevent bullying.

Role of parents/carers

- 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.
- Respond to requests from the school to provide feedback on the anti-bullying policy and procedures.

Role of pupils

- To abide by the school's policies e.g. anti-bullying policy and behaviour 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.

5) Aims

As a whole school community, we aim:

- For everyone to have a 'zero tolerance' towards any sort of bullying;
- To create a school ethos that encourages children to disclose and discuss incidences of bullying behaviour and to know they are being listened to;
- To raise awareness of bullying as a form of unacceptable behaviour with all school governors, staff, children and parents and carers;
- To develop procedures for noting and reporting incidents of bullying behaviour;
- To develop procedures for investigating and dealing with bullying behaviour;
- To develop a programme of support for those affected by bullying behaviour and for those involved in bullying behaviour;
- To implement a curriculum that will help children to understand what bullying is and how to deal with bullying;
- To implement a curriculum that will help children develop the skills of independence, responsibility, understanding the consequences of your own actions and empathy, in order to recognise bullying, the consequences of bullying, how to deal with bullying, how to respond more confidently towards bullying and how to be more resilient.

6) Purpose of the Policy

To provide a framework to promote the emotional health and wellbeing of the whole school community by providing:

- A supportive culture and ethos;
- A curriculum which supports positive relationships and builds positive self-esteem, confidence and independence;
- A safe, secure and stimulating environment;
- Strategies to support the victims of bullying and deal with those who do bully;
- A consistent approach to dealing with incidents of bullying;
- A shared understanding of how bullying is addressed at Little Thurrock Primary School.

7) Implementation

- We are committed to addressing incidents of bullying as and when they occur. All staff are involved in identifying any type of bullying that occurs. This includes any behaviour changes that indicate a child might be being bullied.
- Every member of the school staff will take all incidents and allegations of bullying extremely seriously. Concerns raised by children, parents and carers and other members of staff will be listened to and investigated as soon as possible.

- Once an incident of bullying has been investigated and found to be actual, all relevant members of staff will be informed and the parents or carers of all children involved. An action plan may be implemented to ensure that the bullying does not continue. If an action plan is drawn up, it will be shared with all relevant adults and children.

- Children will be informed that they can discuss in confidence any issue that is worrying or upsetting them with any staff member. Children will be informed that help and support can be received from all staff members.

- All members of the school community will be encouraged to have a 'zero tolerance' towards bullying and this will become part of the school ethos.

- Clear guidance will be given to all staff on how incidences of bullying should be dealt with and recorded.

- All racist, homophobic and sexist/misogynistic bullying will be reported half-termly to the governing body.
- Our school will respond promptly and effectively to reported incidents of bullying.

8) Strategies to Support Implementation/prevent bullying

The following strategies will be used consistently to support this Policy and to address bullying at our school:

- Individual, group and whole class discussions to explore the reasons behind incidents of bullying and to raise awareness of the consequences of such actions for themselves and others;

- Early involvement of parents and carers. Parents and carers will be involved immediately and sensitively and helped to support their children whether they are the bully or the victim;

- Through PSHE and role play, involvement of children in developing conflict resolution skills and in dealing with bullying;

- A planned programme of PSHE will address issues surrounding bullying, prejudices and misconceptions, as well as promoting and celebrating individual worth and self-esteem;

- The development of a supportive environment that reassures victims they are not to blame and an environment that has a zero tolerance towards any form of bullying;

- Regular monitoring of both bully and victim will take place to prevent any further incidents of bullying and to ensure that any further incidents are dealt with swiftly if needed;

- Wellbeing Ambassadors provide additional means of communication for children to share their worries and concerns to peers. They will then seek help from adults.

- Support and guidance will be sought from outside professional bodies where appropriate.

9) Reporting, recording and responding to reports of bullying

Any member of the school community can report bullying, however it is more likely that bullying will be reported by a child or a parent and carers.

Reporting bullying

- Parents/carers and children may report bullying in different ways:
- Through a face-to-face conversation with a member of staff
- Through Class Dojo
- Via e-mail to the school's admin e-mail address or directly to a member of staff's e-mail
- By letter to the school office
- By phone

Recording reports of bullying

If a report meets the definition of bullying i.e. deliberate and repeated, then it must be recorded on the school's online safeguarding and behaviour system CPOMS.

Responding to reports of bullying

It is the responsibility of the headteacher (who may delegate this responsibility to another senior member of staff) to deal with and investigate incidences where bullying is suspected/has been proved.

In all cases the victim of bullying will be supported through the investigation process.

Sanctions will be applied to the perpetrator of bullying in line with the school's behaviour policy. These sanctions will take in to consideration the nature of the bullying, the age of the perpetrator and any special educational needs of the perpetrator or victim.

Monitoring and Evaluation

We will keep accurate records of incidents and the school's response and actions. This will enable us to analyse patterns of behaviour, including type of incident, location, time and pupils involved, all of which enables trends to be identified and future practice to be informed. Pupil voice will allow us to support children when needed in the understanding of bullying and what to do to ensure that this is picked up on immediately.

Incidences of bullying, racism, homophobia and sexism/misogyny are reported to the governing body on a half-termly basis.

10) Children with Special Educational Needs and/or disabilities.

As SEND children are particularly vulnerable, it is vital for us as a school to ensure that we support and develop their skills so that they can recognise, report and deal with any alleged bullying. In some cases, plans will need to be drawn up to meet the needs of the individual as well as special consideration for each and every child's specific needs when dealing with a bullying incident.

11) Sources of support/information

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues
www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk
02077303300

Childline – advice and stories from children who have survived bullying
08000 1111

Bullying on line
www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk
08088002222

Parents Against Bullying
01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen. www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

12) Review

The governing body reviews this policy every year. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

13) Links with other policies

This policy links with the following school policies

- Little Thurrock Promoting Positive Behaviour Policy
- Osborne Trust Positive Relationships and Behaviour Policy Statement
- Little Thurrock Primary Equality, Diversity and Inclusion Policy
- Little Thurrock Primary Special Educational Needs Policy
- Little Thurrock Primary Safeguarding and Child Protection Policy
- Osborne Co-operative Academy Trust Complaints Procedure

14) Complaints

Complaints about how incidents of bullying have been dealt with should be addressed under the Osborne Co-operative Academy Trust complaints procedure.