



Anti-Bullying Policy

(This policy will work in conjunction with our Relational Inclusion Policy).

At Great Binfields Primary School we aim to take a firm stand against bullying as we firmly believe that bullying is wrong and damages individuals. Bullying goes against the heart of our school's values and we have a duty to teach these values, attitudes and skills which foster mutual respect and care in our children. Bullying will not be tolerated in our school.

The purpose of this policy is to identify ways in which we aim to:

- To create a safe and happy environment where everyone, but especially children, feels confident in talking about and sharing their worries, knowing they will be listened to, supported and given help.
- Reduce the likelihood of bullying incidents occurring
- Respond to the needs of children who have been bullied and of those responsible for bullying
- To recognise as a community that bullying is unacceptable in any form and action will be taken to ensure that bullying is recognised and dealt with
- To work in close partnership with parents to ensure that appropriate and acceptable intervention strategies are communicated and used consistently.

We define bullying to be any repeated physical or verbal/emotional act of aggression, by an individual or group, which is a wilful or considered desire to intentionally hurt, threaten, intimidate or frighten someone singled out. It can occur in the real or virtual world.

In defining bullying this way we are specifically putting bullying into a different compartment to the acknowledged 'everyday social jostling' that will take place in a healthy school environment where children are learning how to live alongside each other in a social group. All children need to be supported within a safe environment where high standards of personal behaviour are expected in order for them to achieve their potential.

Our Relational Inclusion Policy is paramount to understanding the ethos and context in which we operate at our school. This includes the foundations for establishing positive relationships across our school, and it is the foundation that we build on. This policy does not aim to repeat the key principles for our school as stated in that policy.

Role of the Governing Body

1. The governing body supports the Head Teacher in all attempts to eliminate bullying from our school.
2. The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy.
3. The governing body responds within ten days of any request from a parent to investigate incidents of bullying.

In all cases, the governing body notifies the Head Teacher and asks them to conduct an investigation into the case and report back to a representative of the governing body.

Role of the Headteacher

1. It is the responsibility of the Headteacher to implement the school's anti-bullying strategy and to ensure that all staff are aware of the school policy and know how to deal with incidents of bullying. The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.
2. The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of the children to this fact at suitable moments, for example in assemblies, as a forum to discuss why this behaviour is unacceptable.
3. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be a part of their behaviour.

4. The Head Teacher, after investigation, will contact parents/carers to discuss the matter with both the 'victim' and the alleged 'perpetrator', making clear that the nature of the bullying is unacceptable and making clear the consequences of any repetition of these actions. All such events are recorded on CPOMs. Suitable arraignments will then be made for both the victim and perpetrator to be closely monitored.

We recognise that bullies often bully for a reason. Whilst this does not in any sense justify their actions, it is vitally important we recognise as a school the function of the behaviour shown by the bully trying to gain a sense of power and control. As an ATAS accredited school, we recognise that children will sometimes act out what they have witnessed and/or been taught and we wish to break the perpetuating cycle of abuse/trauma through education, co-regulation and empathy/understanding.

Managing Substantiated Bullying

As every situation is entirely unique, there are no pre-defined consequences for a substantiated event or events of bullying. The Headteacher has the final say in the decision, taking into account the frequency, severity, and impact on the victim. However, any decisions must also have restorative practices as part of the consequences.

Role of all staff

1. All pupils should be shown that bullying is taken seriously and staff must intervene in a timely manner to prevent incidents from taking place. Members of staff should respond calmly and consistently. All incidents should be taken seriously.
2. A secure environment should be provided in which incidents can be reported. It should be made clear to children that there are incidences where confidentiality cannot be promised. For further guidelines see the Confidentiality Policy. Staff report all incidents to the DSLs via CPOMs who keeps a track record of such incidents.
3. If staff witness an act of bullying, they do all they can to support the child who is being bullied. They report the incident via CPOMs to the relevant class teacher and Headteacher.
4. If it is felt that a child is being bullied, after consultation with the Headteacher, the parents are to be informed.
5. The pupil who has been bullied should be made to feel safe. All parties should be protected while the issues are being resolved.
6. ELSA sessions may be needed in order to support the victim. There also needs to be a clear consequence for the 'perpetrator'.
7. We spend time talking to the child who has bullied; we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future through reflection. In extreme cases, the Headteacher may contact external agencies and a fixed term exclusion may follow. Intervention will be monitored and followed-up appropriately.
8. Staff attempt to support all children in the school to establish a climate of trust and respect by all. By praising, rewarding and celebrating success of all children, we aim to prevent incidents of bullying. We endeavour to model to our pupils how we promote respectful behaviour between ourselves, as well as modelling acceptance and tolerance.
9. We promote an inclusive curriculum, encouraging the children to consider their school values through our Behaviour Code.
10. We support Anti Bullying Week at GBP. Children are made aware/reminded of what they can do if they are, or a friend is, being bullied. This includes the importance of talking to one of their 'trusted adults'.
11. Teachers raise awareness of e-safety/cyber bullying throughout the curriculum in the form of e-safety lessons and assemblies, Safer Internet Day and the Jigsaw (PSHE) curriculum. and liaise with the Headteacher and parents/carers as appropriate.

We expect staff to:

- Model a respectful, empathetic approach
- Be available, ready to listen and offer immediate support
- Listen and ask TED questions (tell me, explain, describe)
- Ask the child how she or he is feeling and link this to our zones of regulation
- Respond in a non-aggressive way and provide a model of positive behaviour
- Report incidents on CPOMs and in person e.g. to the child's class teacher if this is not the person dealing with the incident.
- Make the unacceptable nature of the behaviour, and the consequences of any repeated behaviour, clear to the bully

Perpetrators and Victims

Due care must always be given to the victims and perpetrators. Our staff will work hard to provide appropriate support, and promote restoration of relationships where appropriate. The pupils' wellbeing must always be a priority.

Role of Parents/Carers

1. Parents/carers who are concerned that their child might be being bullied, or suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately.
2. Parents/carers have a responsibility to support the school's behaviour management and anti-bullying policy. Parents should actively encourage their child to be a positive member of the school.
3. If a parent is a witness to bullying near the school, either on their way to or from school, or indeed online, they should report the incident to the class teacher in the first instance. It is the responsibility of the class teacher to record this on CPOMs and escalate accordingly.
4. Parents/carers may be asked to be involved in joint problem solving to minimise the likelihood of further bullying.
5. Parents/carers will be given an opportunity to express their feelings.

Working with children

Teaching about bullying will be undertaken with individuals or groups of children:

- children will be encouraged to talk to a trusted adult
- children are expected to understand the school ethos and the type of behaviour that is expected and that which is unacceptable by referring to the displayed school's behaviour code and school values
- children will be regularly reminded, through assemblies and the curriculum, and other formal and informal approaches such as in their PSHE (Jigsaw) sessions, the importance of showing respectful and caring behaviour to everyone (including the use of Prevent materials).

The importance of respectful and caring behaviour will be modelled by staff for children to observe and learn from.

All children will be:

- spoken to respectfully
- noticed and valued
- taught that effort is as important as achievement (Growth Mindset approach)
- taught the SMART rules in order to stay safe (see e-safety policy).

Bullying can take many forms:

Physical – hitting, kicking, taking belongings, physically intimidating someone.

Attacking property – damaging, stealing or hiding possessions.

Verbal - name calling, insulting, spreading rumours, using derogatory or offensive language or threatening someone, ie making racist or homophobic remarks.

Psychological – deliberately excluding or ignoring people.

Indirect – spreading unpleasant stories about someone, excluding someone from social groups.

Cyber – by internet, social media, e-mail or text to write or say hurtful things about someone.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobia bullying)

- Gender identity (transphobic bullying)
- Special Educational Needs (SEND) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously. All staff recognise the significance of child-on-child abuse:

“All staff should be aware of child-on-child abuse, its forms, how to recognise it, and how to act when they identify or receive a report about it. This includes knowing how to report concerns to the Designated Safeguarding Lead (DSL) and understanding the importance of confidentiality while also working with other professionals.” (KCSIE 2025)

Bullying is generally characterised by:

Repetition: Incidents are not one-offs; they are frequent and happen over a period of time.

Intent: The perpetrator(s) means to cause verbal, physical or emotional harm; it is not accidental.

Targeting: Bullying is generally targeted at a specific individual or group.

Power imbalance: Whether real or perceived, bullying is generally based on unequal power relations.

It is not:

- Someone losing their temper and hitting someone as a single incident
- When friends have fallen out
- When you're not allowed a turn.

Although resolving conflict by resorting to physical behaviour is not acceptable, it is not bullying if two pupils of equal power and strength are physical to each other or quarrel.

Through PSHE (Jigsaw) sessions, we aim to give children the tools to resolve any disagreements or conflicts through positive means.

Signs of Bullying

Some of the signs that a pupil may be victim of bullying include, but are not limited to, the following:

- * *Being frightened to travel to or from school*
- * *Unwillingness to attend school*
- * *Becoming anxious or lacking confidence*
- * *Saying that they feel ill in the morning*
- * *Decreased involvement in school work*
- * *Returning home with torn clothes or damaged possessions*
- * *Missing possessions*
- * *Missing dinner money*
- * *Asking for extra money or stealing*
- * *Cuts or bruises*
- * *Lack of appetite*
- * *Unwillingness to use the internet or mobile devices*
- * *Becoming agitated when receiving calls or text messages*
- * *Lack of eye contact*
- * *Becoming short tempered*
- * *Change in behaviour and attitude at home*

Prevention

We aim to:

- promote the school ethos which promotes school values such as respect and co-operation, emphasising caring for each other
- encourage children to speak out about bullying
- specify those types of behaviour which are considered to be bullying and make it clear that they are unacceptable
- reward non-aggressive behaviour
- sanction aggressive behaviour
- identify opportunities to promote, in a positive way, people from minority groups and avoid stereo-typing
- employ strategies to help new pupils feels at home
- efficiently patrol the school at break and lunch times.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school using CPOMs, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions. This school adopts the PLAB tool where any incidents of Prejudicial Language and Behaviour are recorded and dealt with immediately.

These aims will be achieved by a whole school approach of:

- Regularly reminding children of the importance of rights respecting behaviour to be shown to everyone, and everyone's responsibility to give and receive caring behaviour.
- Encouraging communication in a variety of ways, through class sessions, circle times and in whole school assemblies. One to one support will provided when required.
- Identifying opportunities for discussing issues surrounding bullying through areas where discussion arises, such as: drama/role play, co-operative game playing, history topics, circle time, R.E. and schemes of work for PSHE.
- Reassuring new intakes and warning potential bullies that such behaviour is unacceptable in our school.
- Planning for discussion about people who are perceived to be different, e.g. people with disability, people from other cultures, people from other faiths through PSHE, Geography, R.E. and Literacy
- Encouraging children to report incidents to all staff including LSAs, teaching and non-teaching staff. This will be achieved by staff listening and responding to their anxieties.
- Where appropriate, working with outside related agencies to make presentations in assemblies about effects of bullying and strategies for avoiding and managing any incidents that do occur.

Review

The LT and Governing Body will regularly monitor this policy in order to ensure that it is fully implemented.

Linked Policies

Relational Inclusion

Safeguarding

PSHE

E-safety

Last reviewed: September 2025

To be reviewed: September 2026