

Simon de Senlis Primary School



Policy Title – **Anti-Bullying Policy**

Adopted: March 2024

For Review: March 2026

Contents

Introduction	2
1. Aims and Objectives of School Anti-Bullying Policy	2
2. Definition of bullying behaviour	2
3. Preventing Bullying	3
4 Procedures for investigating claims of bullying	4
Outside of school	5
5 Outcomes and consequences of bullying behaviour	5
6. Procedures for Reporting and Recording Bullying Incidents	5

Introduction

The clear message at Simon de Senlis Primary School is: **“We do not tolerate bullying in this school.”**

We are committed to providing a safe, caring and friendly environment for our pupils to learn in so that they can achieve their potential free from the fear of being bullied. Bullying of any kind is unacceptable in our school and we take bullying and its impact extremely seriously. We recognise that bullying can result in significant, long-lasting trauma if not treated with prompt, appropriate action. Where it does occur, children should know that incidents will be dealt with promptly and effectively. The school has high expectations of behaviour and we consistently challenge any behaviour that falls below this. **We are a talking school.**

1. Aims and Objectives of School Anti-Bullying Policy

- For staff, governors, pupils and parents to know what bullying is.
- For staff and governors to have clearly defined procedures to follow in order to prevent bullying and deal effectively with it where it arises.
- For pupils and parents to know what the school policy is on bullying and what they should do if bullying arises.

2. Definition of bullying behaviour

Anti-Bullying Alliance:

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online’.

There are four key elements to this definition:

- hurtful
- repetition
- power imbalance
- intentional

All pupils, parents and adults in the school should know that bullying is a behaviour that uses repeated verbal, physical or negative online behaviour with the intention to cause emotional or physical harm to another person.

This includes peer on peer abuse. Peer abuse is behaviour by an individual or group, intending to physically, sexually or emotionally hurt others.

Any member of the school community can be a victim of bullying. Bullying can be direct – physical or verbal- or indirect- online. It can be relational – e.g. leaving a child out, ostracising from friendship groups, using others as a means of attack or intimidation. Bullying can occur through the use of technologies such as by phone verbally, email, texting or by posting hurtful comments or pictures on social media. Bullying can happen on the basis of a perceived difference relating to race, religion and culture, SEN or disabilities, appearance or health

conditions, home circumstances including looked after children and young carers, gender or sexual orientation, LGBT+ pupils and those perceived to be LGBT+. Bullying can sometimes be unwitting, but the effect on the victim is still the same.

We recognise that many children and young people will experience conflict in their relationships with other children and young people and as a school we are committed to developing empathy and the skills to manage relationships in a peaceful way that does not harm others. When pupils with the same power, numbers and strength fight or argue, this is not bullying and these incidents will be dealt with via the school behaviour policy.

A simple way that children are taught to remember about how to respond to bullying is:

**Several
Times
On
Purpose**

**Start
Telling
Other
People**

Differences between bullying behaviour and poor behaviour and aggression that is not deemed bullying:

- The key difference as mentioned above is the **regularity and pattern**. Very serious behaviour which will be dealt with under the Behaviour Policy may not be bullying for this very reason.
- It is important that parents, staff and pupils understand the differences so that incidents can be dealt with appropriately.

3. Preventing Bullying

We ensure that the curriculum reflects the school's anti-bullying policy and that staff model behaviour that reflects our beliefs. In PSHE we follow the Jigsaw scheme of work, which promotes respect for difference, self-awareness, self-esteem and self-control.

We also do the following:

- Recognise and celebrate diversity of achievement, identity and culture in all fields. This is a focus of all weekly assemblies.
- Encourage supportive relationships across phases through PlayLeaders and a Buddy System.
- Carry out weekly Jigsaw Phase assemblies that reinforce a co-operative and caring school climate.
- Send delegates- staff and students- to anti-bullying conferences to develop good practice.
- Regular training for all staff on how to spot signs of bullying.
- Incorporate anti-bullying training into the induction programme for all new staff and as part of annual safe-guarding training.
- Have an anti-bullying week yearly in order to raise awareness within the school community.
- Have an anti-bullying mentor scheme where Year 5 and 6 children receive external training from an anti-bullying charity on how to spot and support children involved in bullying incidents. These mentors are easily identifiable by their badges. Regular meetings of these ambassadors occur to organise ongoing campaigns of awareness and to support peers.
- Have a designated member of the SLT who leads on raising awareness in school, running the mentor scheme, attends annual external training and monitors all reports of bullying.
- Work with the County Safeguarding Officer to deliver online safety training to

- include responsible behaviour and interactions online. Annual parent meetings, year 5 and 6 workshops, annual staff training for teachers.
- Regular newsletter articles regarding the work of the anti-bullying ambassadors, support for parents, ways to report incidents and online safety support.
 - Termly sessions delivered across the school by the Family Support Worker on the subject of protective behaviours, trusted adults, managing conflict.

4 Procedures for investigating claims of bullying

Incidents of bullying, either seen by staff or reported to them, will be dealt with in accordance with our Behaviour Policy. With particular respect to bullying the following procedures apply:

- All incidents of bullying must be reported to the class teacher who will follow the report up by talking to the victim, the perpetrator and any witnesses.
- Children with SEN, EAL or other factors that may prevent accessing procedures will be given appropriate support.
- The bullying behaviour or threats of bullying must be investigated and stopped immediately. The teacher will record any incidents on My Concern. These will be viewed by the Phase Lead or Assistant Head with actions taken recorded. The incident will be reported to parents that day or as soon as possible. Complaints of bullying reported by parents will be investigated within one working day wherever possible.
- Pupils who bully need to learn different ways of behaving. Attempts will be made to help the perpetrator to change their behaviour. Support will be offered to the victim, such as a helping hand technique, self-esteem work or protective behaviours. The family worker may become involved in supporting individuals either through group or 1 to 1 sessions.
- All members of staff in the year group team will be informed to ensure that close monitoring of all parties can commence.
- In cases of serious and/or persistent bullying, incidents will always be reported to the Senior Leadership team. The My Concern form will also be updated with new information.
- In serious and/or persistent cases the Headteacher will become involved personally and will initially meet with parents to review the actions taken so far and agree a way forward.
- If the problem persists, as in line with our Behaviour Policy, the perpetrator may be excluded from school for a fixed term or even permanently excluded.
- If necessary and appropriate, the police will be consulted.

Outside of school

As per the behaviour policy, the Headteacher has discretion to discipline pupils for their behaviour outside of school when the behaviour is likely to impact behaviour in school or the name of the school is brought into disrepute. This includes incidents of bullying where the impact affects behaviour and well-being of pupils in school.

5 Outcomes and consequences of bullying behaviour

Bullying of any kind is unacceptable in our school and seen as a Level 3 behaviour (See Behaviour Policy for procedure). The school, its staff and pupils will challenge it appropriately whenever and however it occurs.

- Perpetrators of bullying will be asked to genuinely apologise through face-to-face reconciliation.
- Consequences will be applied in line with our Behaviour Management policy.
- Parents will be informed of the behaviour which will be monitored by class teachers and senior staff.

6. Procedures for Reporting and Recording Bullying Incidents

Children and parents are responsible for reporting incidents of bullying to staff. We are a **telling** school. Bystanders must report incidents to schoolstaff and walk away; standing watching condones actions and will be dealt with in line with our Behaviour Policy.

When pupils or parents report their concerns our staff are expected to **LISTEN** and **BELIEVE**.

6.1 Pupils: are encouraged to report bullying to:

- A trusted adult
- Their class teacher/ TA
- Peer mentors or buddies (who will pass this information onto the anti-bullying lead in school).
- Use of the worry monsters and worry boxes available in each classroom.

Children are also taught that it is important to talk to a trusted adult about incidents of bullying inside or outside of school.

6.2 Parents

- Parents with any concerns about their child should speak to the class teacher in the first instance or, if they feel unable to speak to the class teacher, they can make an appointment to speak directly to a member of the SLT. The headteacher will always be informed of any bullying concerns and will monitor the situation carefully and robustly.
- The school will deal directly with all children and their parents directly. Parents will be kept informed of any actions the school is taking.
- Parents should not confront the perpetrator or their parents.
- Follow up meetings will be scheduled between the parents and the Assistant

Headteacher to ensure that support continues to be provided to all parties.

- All allegations of bullying will be recorded by the adult who received the disclosure and will be uploaded on to My Concern.
- Class teachers should be informed immediately and should discuss with their phase leader who will monitor any incidents going forward.
- Parents of the children involved will be informed of the behaviour on the same day that allegations are made by either the class teacher or Phase Leader depending on the seriousness of the allegation.
- The Assistant Head will investigate the allegation in line with the Behaviour Policy and Anti-bullying Policy and parents will be informed of outcomes, wherever possible, within 48 hours.
- Incidents of bullying are reported to the Governing Body via the
- Head's report to the Safeguarding and Health and Safety Committee.

7 Monitoring and Evaluation

- The policy will be monitored and evaluated by the Head and the Senior Leadership Team.
- Records of bullying and trends will be monitored by the Behaviour and Safeguarding governors committee.
- The designated Safeguarding Governor carries out pupil surveys regarding safety and wellbeing annually and reports results back to the governors.

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/ carers, staff, governors and partner agencies. It was written with reference to the Equality Act 2010, Keeping Children Safe in Education 2022 and the Preventing and Tackling bullying government document published in July 2017. This policy works alongside and in conjunction with our SEND/ Inclusion, Behaviour and Safeguarding and Child Protection policies. This policy is reviewed annually.