

ANTI-BULLYING POLICY

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Revision History		
<u>Version</u>	<u>Reason for issue</u>	<u>Approval date</u>
1.0	Revised publication for approval by Governing Body	19 Oct 2010
2.0	Revised following local authority model	4 th Jun 2013
3.0	Revised for R.A.B.A (Anti Bullying Award) J. Gilardoni	26.3.2019
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5.0	Revised publication in partnership with LA Anti Bullying Company (ABC) partnership revised by K Fitzgerald	November 2024
6.0	Reviewed – No changes	November 2025

(THIS POLICY IS ADAPTED IN LINE WITH SCHOOL POLICY AND IN PARTNERSHIP
WITH ABC BEST PRACTICE SCHOOL ANTI BULLYING POLICY)

Bramley Sunnyside Infant School recognises there is a need to safeguard the welfare of all those within the school community and to encourage a culture of co-operation, acceptance, and harmony both within and outside of school.

Bramley Sunnyside Infant School believes that all pupils are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school. The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures are part of the school's Behaviour Policy, which is communicated to all pupils, school staff and parents.

All staff, parents and pupils work together to prevent and reduce any instances of bullying at the school. We are committed to providing a caring, friendly, and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. We have high expectations of all pupils, staff and parents and strive to create a school community in which all children can fulfil their potential.

There is a zero- tolerance policy for Bullying of any kind at Bramley Sunnyside Infant School.

If bullying does occur all incidents will be dealt with promptly and effectively. The school actively implements its anti-bullying policy and has clear pathways for reporting, which are known to all members of the school community. If a crime has been committed during the bullying incident, the Community Police Officer will be involved as appropriate.

All reported incidents will be actioned by our Anti-Bullying Lead Mrs Fitzgerald. A sample Bullying Incident reporting/recording Form can be seen in **Appendix 4**.

We celebrate diversity and promote cohesion within our community.

What is Bullying?

Bullying can be physical or emotional and it can take many forms (for example, cyber- bullying). Immediate physical safety and stopping violence are a priority; however, bullying can also occur because of prejudice against particular groups. Your school should have its own definition of bullying. Examples of which are included below:

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally.
- often aimed at certain groups, e.g., because of race, religion, gender, or sexual orientation

It takes many forms and can include:

- physical assault
- teasing • making threats
- name calling.
- cyberbullying - bullying via mobile phone or online (e.g., email, social networks, and instant messenger)

'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.' DfES definition

'Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.' The Anti-Bullying Alliance

Gov.UK Definition (Source: <https://www.gov.uk/bullying-atschool/bullying-a-definition>)

The Equality Act 2010

The Equality Act aims to offer protection from Hate Crime in the form of discrimination, harassment and targetisation. (links to Prevent strategy)
<https://www.gov.uk/government/publications/equality-act-2010-advicefor-schools>

This covers nine areas, seven of which are pertinent to Children and Young People. The seven areas pertinent to children and young people are:

- disability
- gender
- gender reassignment / transgender identity
- race
- faith
- sexual orientation/sexuality
- pregnancy/maternity

The two areas which do not specifically affect Children and Young People are, Age and Marriage/civil partnerships, although these should be explored within the curriculum, for example in PSHE. Some of the reason's pupils may be bullied link to the above areas covered by the Equalities Act 2010 and are as follows:

- Race, religion or culture.
- Special Education Needs or disability.
- Appearance or health conditions
- Home circumstances and lifestyles including young carers and looked after children.
- Sexist or sexual bullying
- Gender

- Sexual orientation / Homophobic Bullying
- Transgender status / Transphobic bullying

The following are examples of bullying behaviours:

Verbal (name calling, sarcasm, spreading rumours, teasing)

Physical (pushing, kicking, hitting, punching or any use of violence)

Indirect Bullying- bullying behind someone's back; spreading rumours, eyerolling, embarrassing someone, excluding them.

Incitement e.g., encouraging others to bully.

Extortion (demanding money/goods with threats)

Prejudicial bullying is based on prejudices people have toward people of different **rac**es, **religions**, or **sexual orientation**. People target others who are **different from them and single them out**. (This type of bullying can include all the other types of bullying.)

Racist (racial taunts, graffiti, gestures)

Sexual (unwanted physical contact, sexually abusive comments) Sexual Bullying

This bullying behaviour, whether physical or nonphysical, is based on a person's sexuality or gender. It is when sexuality is used as a weapon by boys or by girls against others. (This type of bullying can include all the other types of bullying.)

Homophobic (because of, or focussing on the issue of sexuality)

Damage to Property e.g., theft of bags, tearing clothes, ripping books.

SEND (Special Educational Needs & Disability)

Online (Cyber) Online is bullying that takes place over digital devices like smart phones, computers, and tablets.

It can occur through SMS, Text, and apps, or online in social media, forums, or gaming

where people can view, participate in, or share content.

It includes sending, posting, or sharing negative, harmful, false, or mean content about someone else.

Sexting (Definition: images or videos generated by children under the age of eighteen, or of children under the age of eighteen that are of a sexual nature or are indecent.) DfES See full guidance document '**Sexting in schools: advice and support around self-generated images. What to do and how to handle it**' :

<https://learning.nspcc.org.uk/researchresources/briefings/sexting-adviceprofessionals>

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education and Inspections Act 2006
- Equality Act 2010
- Protection from Harassment Act 1997
- Malicious Communications Act 1988
- Public Order Act 1986
- Communications Act 2003
- Human Rights Act 1998
- Crime and Disorder Act 1998
- Education Act 2011
- DfE (2017) 'Preventing and tackling bullying'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2023) 'Keeping children safe in education 2023'
- DCMS, DSIT, and UK Council for Internet Safety (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
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This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Searching, Screening and Confiscation Policy

- Relationships and Health Education Policy

As a Local Authority Maintained school we have a statutory duty to promote children and young people's wellbeing and statutory responsibilities to provide a curriculum that is broadly based, balanced, and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum must: promote the spiritual, moral, cultural, mental, and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities, and experiences of later life.

Bullying outside school premises:

Teachers have the power to discipline pupils for misbehaving outside the school premises "to such an extent as is reasonable." This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.

Where bullying outside school is reported to school staff, it will be investigated and acted on. The head teacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the action taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

What we will do as a school

The **governing board** is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any pupils on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.

- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that pupils are taught how to keep themselves and others safe, including online.

The **headteacher and Anti Bullying lead** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures. Identify and make safe (using student voice) areas in school where bullying could/has been known to occur.
- Ensure the Anti-Bullying Policy is shared throughout the School Community via the website.
- All reports of Bullying to be report on CPOMS, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Have an awareness of factors which may cause some children to be more vulnerable than others.
- Arranging appropriate training for staff members.
- Work in partnership with the police should there be bullying incidents where a crime has been committed.

Teachers are responsible for:

- Being alert to social dynamics in their class.
- Being available for pupils who wish to report bullying.
- Providing follow-up support after bullying incidents.

- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.

Parents/ Carers are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.
- Every opportunity is given to parents/carers to share their concerns. Where a parent/carer is dissatisfied with the school's management of a situation then the head teacher will seek to resolve the situation informally. In the event of a formal complaint then the schools agreed complaints procedure will be invoked.
- Work with school staff and make us aware of any issues as soon as they arise.
- Monitor their child's social media activity to ensure they are safe online and are not being bullied or using social media inappropriately.
- Allow school staff the opportunity to investigate incidents first and not take matters into their own hands.
- Inform school if they intend to report incidents of bullying to the police.
- Follow the school's complaints procedure if they are unhappy with the outcome of an investigation.

Pupils are expected to:

- Report bullying either towards you or when you see it happening to others. Not reporting a bullying incident allows the bully to continue with their bullying behaviour.

- Never stand by and watch bullying take place whether it is face to face or online.
- Walk away from situations that make you feel uncomfortable and talk to an adult as soon as you can.

How we will work with those accused of bullying:

- Ensure that perpetrators/ringleaders are listened to.
- Ensure that strategies are put in place to support individual needs.
- Ensure perpetrators/ringleaders are consulted, kept involved, and informed.

Implement appropriate sanctions and learning programmes for example:

- Support /instruction in alternative ways of behaving
- adult mediation between the perpetrator and the target (provided this is safe for the target)
- rewards/positive reinforcement for young people to promote change and bring unacceptable behaviour under control.
- fixed periods of exclusion
- permanent exclusion (in extreme cases which may involve violence)

How we will collaborate with bystanders/upstanders:

- Ensure that they are listened to.
- Ensure that strategies are put in place to support individual needs.
- Implement appropriate learning programmes and awareness raising about the impact of bystanders. Introducing the concept of being an 'upstander' rather than a bystander empowering CYP to take appropriate action.

Strategies we may use for a preventative approach.

Teaching through PSED curriculum
Assemblies

Peer mentoring/ Playground leaders
Circle of Friends
Circle Time
Support from external agencies - partnership with
The Anti-Bullying Company
Sharing good practice with other schools (South
Yorkshire Anti-Bullying Award) Appendix 5
Participation in National Anti-Bullying Week /ABW
Celebration Event

How we will educate the school community.

- Through all aspects of the whole school ethos and curriculum that bullying will not be tolerated.
- The anti-bullying lead and governor attend appropriate training and development.
- Provide training opportunities for the whole school staff body.
- Ensure that students learn to recognise, respect and value the differences between groups of people within the school community (Social, Moral, Spiritual and Cultural education via the curriculum and links to British Values)

How we will support staff:

We will ensure appropriate agencies contact details who can support staff are available in the staff handbook and /or section of the school website and on notice boards in the staff rooms:

Education Support Partnership Helpline - 08000 562 561

<https://www.educationsupport.org.uk/get-help/help-for-you/helpline/>

Cyberbullying of staff within the school community references:

Department of Education: Cyberbullying: Advice for head teachers and school staff

<https://www.gov.uk/government/publications/preventing-andtackling-bullying>

Safer Internet Organisation: E-safety policy advice and signposts -

Rigorous e-safety policies and procedures are essential to safeguarding children online.

<https://saferinternet.org.uk/guide-and-resource/teachers-and-school-staff/online-safety-policy>

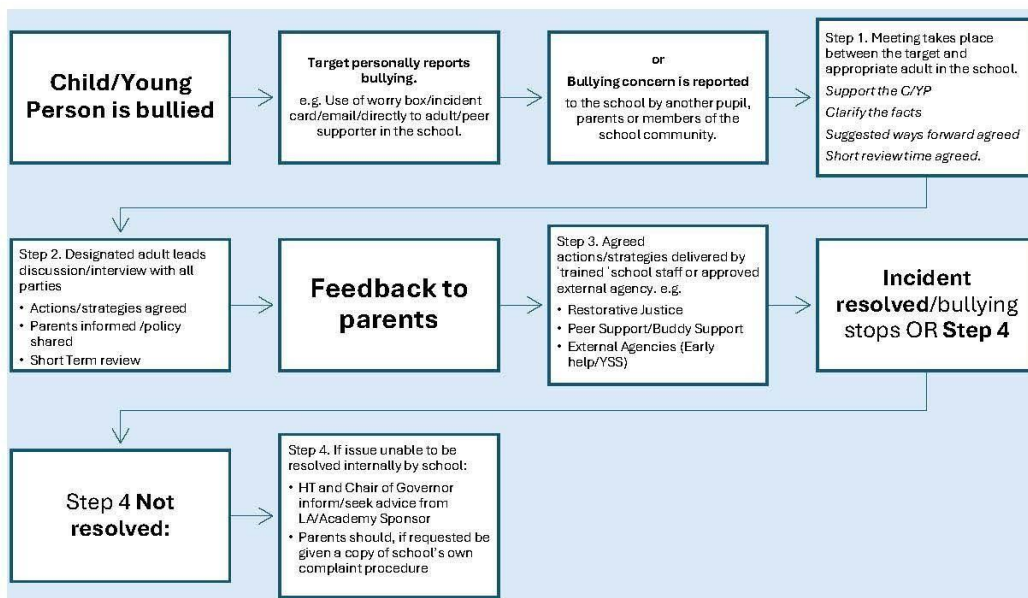
Support Agencies we may consult are below

- Educational Psychology Service

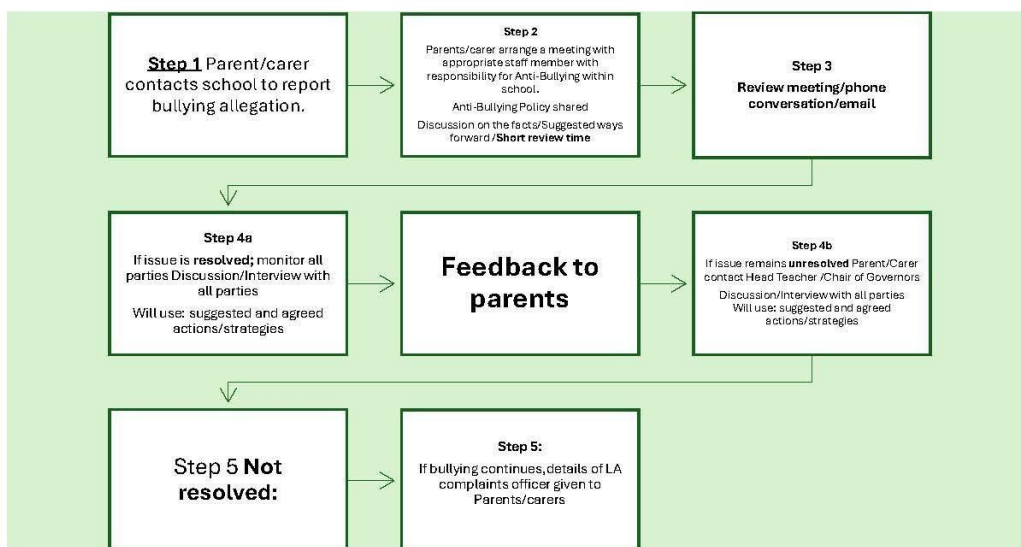
External sources of advice and support

- The Anti-Bullying Alliance
- Think you know (Online Bullying) ChildLine
- Kidscape

Appendix 2a : Recommended procedures in school for reporting bullying



Appendix 2b : Recommended pathway for parent and carers





Online Bullying

National Online Safety Helping schools meet their statutory safeguarding and curriculum requirements through the most comprehensive online safety programme for educators, parents and children. <https://nationalonlinesafety.com/>

Think U Know: resources provided by Child Exploitation and Online Protection (CEOP) for children and young people, parents, carers and teachers.

www.thinkyouknow.co.uk **ChildNet International:** Specialist resources for young people to raise awareness of online safety and how to protect themselves

<http://www.childnet.com/>

Google Be Internet Legends - Google and Parent Zone have created Be Internet Legends - a FREE internet safety curriculum for schools, supporting 7-11-year-old pupils to stay safe and be confident online. <https://parentzone.org.uk/projects>

PROJECT EVOLVE: The toolkit is based on UKCIS framework "Education for a Connected World" (EFACW) that covers knowledge, skills, behaviours, and attitudes across eight strands of our online lives from early years right through to eighteen. <https://projectevolve.co.uk/about/>

LGBT&Q:

Outside the Box is a resource for those working with young people from Early Years through to Key Stage 5, supporting them to promote gender equality throughout their settings and tackle sexism and sexual harassment. The resource provides advice and techniques for educators, as well as practical lesson plans and activities. <https://equaliteach.co.uk/education/classroom-resources/outside-the-box/>

Schools Out: Offers practical advice, resources (including lesson plans) and training to schools on LGBT equality in education. www.schools-out.org.uk

Stonewall: An LGBT equality organisation with considerable expertise in LGB bullying in schools, a dedicated youth site, resources for schools, and specialist training for teachers. <http://www.stonewall.org.uk/about-us>

SEND

Anti-bullying Alliance SEND programme of resources: Advice provided by the Anti-bullying

Alliance for school staff and parents on issues related to SEND and bullying. [https://anti-](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-)

[bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-)

[groups/sen-disability](https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/at-risk-groups/sen-disability)

Mencap: Represents people with learning disabilities, with specific advice and information for people who work with children and young people. www.mencap.org.uk

Changing Faces: Provide online resources and training to schools on bullying because of physical differences. <https://www.changingfaces.org.uk/>

Racism

Show Racism the Red Card: Provide resources and workshops for schools to educate young people, often using the high profile of football, about racism.

<http://www.theredcard.org/>

Kick it Out: Uses the appeal of football to educate young people about racism and provide education packs for schools. www.kickitout.org

Anne Frank Trust: Runs a school's project to teach young people about Anne Frank and the Holocaust, the consequences of unchecked prejudice and discrimination, and cultural diversity. www.annefrank.org.uk

Anti-Racism Education Resources: These lessons and resources have been developed by a collaboration of schools, led by Hallam Teaching School Alliance in Sheffield. Between them, they serve culturally and ethnically diverse communities, and all three share a passion and drive to educate on issues surrounding 'race' and racism.



<https://www.antiracism.education/>

Parents & Carers

Family Lives— advice and links for parents www.familylives.org.uk/

The Anti-Bullying Alliance: Advice for parents and carers, if your child is being bullied, our information and tools can help you stay calm and take the right action. <https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers>

Kidscape - If you need bullying advice, Kidscape Parent Advice Line, they give friendly, impartial advice to anyone who is concerned about a child - either because they are being bullied, or because they may be involved in bullying others. <https://www.kidscape.org.uk/advice/advice-for-parents-and-carers/>

Appendix 4: Record of Bullying Incident

Bullying Incident Form							
<p>This form is to be completed by a member of staff ONLY then forwarded to Anti-Bullying Lead Mrs Fitzgerald who will log the incident and refer as school AB policy where appropriate.</p>							
<p>Bullying behaviour can be defined as: <i>'Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally involving an imbalance of power'</i> <i>adapted from DfES definition</i></p>							
Verbal	Physical	Online	Emotional	Racist	H-Phobic	Sexual	SEN/D
Method of reporting:							
<i>Target</i>	<i>Peer</i>	<i>Parent/ Carer</i>	<i>Support Staff</i>	<i>SMSA</i>	<i>Teacher</i>	<i>Community</i>	<i>Confidential E.g.: Worry box/report. button</i>
Ringleader/s							
Target/s							
When (date/time)							
Where (Location: classroom/bus/playground etc.)							

Details of incident:

Please indicate what action was taken to support target/aggressor:

Meeting with all parties		Restorative Enquiry	
Peer support/buddy mentors		External agency involvement	
Support from staff		Other (specify)	

Please indicate the level of parental involvement of both target(s) and aggressor(s)

Phone call parent/carers		Meeting/ discussions in school with parents/carers	
Letter/email to parents/carers		Other (<i>please specify</i>)	

Agreed actions as a result/further comments:
(e.g., copy and paste email)

Please indicate if any follow-up/preventative work because of the incident:

Whole school Campaign		Group work	
Whole class Awareness		Individual support	

Restorative Meeting held				Review of policy and procedures			
Other (please specify)				Involve external Agencies			
Please indicate when you intend to review the effectiveness of the action taken:							
Within 24 hours	48 hours	1 week	Fortnight	1 month	Half-Term	Full Term	Other
Completed by Date.....							
Copies to: (initials)							
Head teacher	Anti Bullying Lead	Class teacher	ELSA	Other			

