'Inspiring excellence to create, discover and succeed together'

ANTI-BULLYING POLICY

Statement of Intent:
We are committed to providing a happy, caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We expect anyone who knows that bullying is happening will tell an appropriate adult.

This policy should be read alongside our policies on Child on Child Abuse, Behaviour, Online Safety, Equalities, Teaching and Learning, Special Educational Needs, and Safeguarding.

Aims of this Policy:

- For all governors, teaching and non-teaching staff, pupils and parents to have an understanding of what bullying is.
- For all governors, teaching and non-teaching staff to know what the school policy is on bullying and follow it when bullying is reported.
- For all pupils and parents to know what the school policy is on bullying and what they should do if bullying arises.
- For the school to take bullying seriously.
- For pupils and parents to be assured that they will be supported when bullying is reported.
- For all stakeholders to understand that bullying will not be tolerated.

What is Child on Child Abuse?
Child on Child abuse includes, but is not limited to:

- physical and sexual abuse.
- sexual harassment and violence.
- emotional harm.
- on and offline bullying.

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.

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 and is often aimed at certain groups, eg because of race, religion, gender or sexual orientation, medical conditions or physical disabilities. It takes many forms and can include: physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (eg email, social networks and instant messenger).
The school's definition of bullying is conducive to this.

Bullying can be:

Emotional	Being unfriendly, excluding, tormenting (e.g. hiding possessions, threatening gestures)
Physical	Pushing, kicking, hitting, punching or any use of violence
Racist	Racial taunts, graffiti, gestures
Sexual	Unwanted physical contact or sexually abusive comments
Homophobic or Biphobic	Because of, or focussing on the issue of sexuality

Transphobic	Because of gender identity or perceived gender identity
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Extortion	Demanding money/goods with threats
Online	Use of social media, messaging and calls. Misuse of associated technology e.g photos and videos

Cyber-bullying
Technology is becoming more widely used as a vehicle for bullying. The school recognises this and has written a separate policy. Please read the Online Safety Policy for further details.

Preventing Bullying
We foster a clear understanding that bullying, in any form, is unacceptable. We believe that preventing bullying is the responsibility of our whole school community and when there are incidents of bullying, we will work together to deal with the situation and to learn from what has happened.

In our school we do this by:

- Involving the school community in developing our policy including a child/ pupil friendly version of our policy.
- Using Collective Worship and circle time in class to ensure that pupils understand the differences between relational conflict and bullying.
- Building a positive ethos based on respecting and celebrating all types of difference in our school.
- Creating a safe and happy environment, with consequent positive relationships that have an impact on learning and achievement.
- Having a positive ethos that all pupils, staff and parents understand.
- Work in school which develops empathy, social skills and emotional understanding e.g. PSHE, Citizenship, social and emotional learning programmes, circle time, peer mediation and playground buddies.
  Children are taught inter-personal skills and how to respond to particular situations.
  The following relevant taught modules include:
  Being me in my world – Can I learn and follow the rules of the classroom? Is it ok to have different opinions? Rules: do rules help or hinder us? Human rights and social actions: what rights do you have and how do you use them?
  Celebrating difference – I am special / I am me / All about me / How are you and your friends different? / Why is being different a good thing? My body parts: why do we keep some parts of our bodies private? Bullying: what is the difference between direct and indirect bullying? Feelings: why do compliments make us feel happy? Everyone is different: can we change a first impression? Respect and understanding: is being different a cause for conflict or celebration?
  Changing me – I can understand and respect the changes I see in myself / How can you keep your body healthy and safe / Privacy: who would you talk to if you had worries about privacy?
  Dreams and goals – Working with others: what makes a person cooperative / Resilience: how can resilience help you to achieve your goals?
  Relationships – resolving conflict: should we forgive our friends? / Role models: who are your role models and how do they affect your choices? Online risks: do the benefits of technology out way the risks? Staying in control: is it always right to speak out for what you believe in?
  Healthy me – Staying safe: what action can you take when you feel scared of anxious / Peer pressure: what effect does peer pressure have on you? Body image: what kind of factors affect your body image? How can you control these?
- Using interventions eg Drawing and Talking Therapy, Socially Speaking, Sand Play, Lego Therapy
- Raising awareness through 'Anti-Bullying Week'
- Raising awareness of online bullying through regular e-safety lessons.
- Adopting a social model approach to bullying. Diversity is valued and everyone is included in our school.
- Focussed work with individuals and groups of pupils where required to support understanding and development of social skills e.g. social skills groups, ELSA (Emotional Literacy Support Assistant) and CAMHS worker.
- Ensuring playground and midday staff are trained and we have a range of activities at lunchtime to promote positive play.

- Offering training to all school staff around bullying, including specific guidance on those groups who are most likely to be bullied.

Why is it important to respond to bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Victims often become bullies, so it is important that pupils who are bullying need to learn different ways of behaving. Schools have a responsibility to respond promptly and effectively to issues of bullying.

Reporting bullying
In our school pupils are encouraged to talk to staff when they are unhappy or have concerns. Pupils in our school understand that they have a right to feel and be safe and a responsibility to support others to feel and be safe.

Pupils are encouraged to report bullying to:

- A trusted adult
- Their class teacher/TA
- Peer mentors or buddies

Each class has a 'worry box' where children can report their concerns if they do not feel confident speaking to an adult.

Children are taught that it is important to talk to a trusted adult if bullying is taking place outside of school.

Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns, our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions.

Responding to Bullying
In any situation where the school believes that a child's behaviour matches the school's definition of bullying, the following steps will be taken:

- Securing the safety of the target of bullying - Taking actions to stop the bullying from happening again - Whole school learning - reflection on what we have learnt.
- Thinking about any safeguarding concern and report concerns to Designated Safeguarding Lead.
- Providing assurances to child that concerns have been listened to and action will be taken.
- Considering who else is involved and what roles they have taken.
- Sending a clear message that the bullying must stop.
- Working with both parties to find solutions. Identify the most effective way of preventing reoccurrence and any consequences.
- Reflecting and learning from bullying episodes –consider what needs to happen next to prevent future bullying e.g. PSHE, training etc.

We monitor and review all bullying incidents to determine any patterns or trends that may require further action.

On a regular basis we give pupils the opportunity to feedback on how safe and happy they feel at school, we do this through pupil questionnaires and School Parliament meetings.

All staff are required to complete a bullying and prejudice-based incident reporting and monitoring form when dealing with incidents of bullying. This should be completed as soon as possible and given to the Designated Safeguarding Lead.

Procedures for parents:

- If a parent has any concerns about their child, they should speak to the class teacher immediately. If a parent thinks bullying is the issue, the matter will be referred to the head teacher. The head teacher is always informed of any bullying concerns at Great Smeaton Primary School and monitors the situation carefully.
- If a parent feels unable to talk to the class teacher, they can make an appointment to speak directly with the head teacher.
- The school will work with both the child and the parents to ensure that any bullying is stopped, and that support is given where needed.
- Parents should not confront the bully or their parents. This can complicate the situation and distress the pupil.
- The school will deal directly with all children involved and their parents directly. Parents will be kept informed of any actions the school is taking.
- If parents feel that their concern has not been dealt with appropriately, they should follow the school's complaints policy.

All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity respect at all times. This includes both face-to-face contact and online.

Monitoring
The implementation of this policy will be monitored by the head teacher. The policy will be reviewed every year with the Behaviour Policy.

Written by	Rebecca Wallace
Date for Review	September 2026
Signed – Head teacher	Rebecca Wallace
Signed - Chair of Governors	Helen Audritt