

1.1 Policy Title, Version, and Review Cycle

Anti-bullying Policy	
Version	3
Approval date	19/1/26
Review date	January 27

This policy will be reviewed annually, or more frequently if required by changes in legislation, statutory guidance, or school circumstances, in accordance with statutory requirements.

1.2 Approval and Oversight

This policy has been formally approved by the Governing Body. The named policy lead is Sue Ward who is responsible for overseeing the implementation, monitoring, and review of this policy. The Governing Body holds overall responsibility for ensuring the policy is fit for purpose, compliant with statutory requirements, and effectively implemented across the school. The Headteacher is responsible for day-to-day management, ensuring all staff are aware of and adhere to the policy, and reporting to the Governing Body on its effectiveness.

1.3 Policy Status and Accessibility

This policy is a statutory requirement under the Education and Inspections Act 2006 and must be published on the school's website. Printed copies are available on request from the school office. The policy is made accessible to all staff, pupils, and parents/carers through induction, regular training, and communication channels such as newsletters and meetings. Alternative formats are available to ensure accessibility for all members of the school community

Full copies of our policies and procedures can be found on our website or are available from the office www.newburland.leics.sch.uk

2.0 Policy Statement and Rationale

2.1 Vision and Values

At Newton Burgoland Primary School we are committed to creating a positive, inclusive, and safe learning environment where every pupil can thrive, achieve, and develop as a valued member of our community. Our approach to anti-bullying is rooted in our school ethos and the promotion of British values, including respect, tolerance, democracy, and the rule of law. We believe that all members of our community should be treated with dignity and respect. Our policy aligns with the principles of the 2014 National Curriculum, supporting the development of responsible, resilient, and confident learners.

We are not just a school – we are a family.

We are all unique and together we are strong, bonded by kindness and friendship.

We are all safe and happy under one roof, protected from the elements and prepared to weather every storm.

Together we know that anything is possible both now and in the future.

Collaboratively we achieve, seeing our future selves as resilient, respectful and responsible adults reflected in the eyes of others.

We are not just a school – we are a family.

We are Noticeably Newton

2.2 Guiding Principles

- **Bullying in any form will not be tolerated at Newton Burgoland Primary School.**
- All our pupils have the right to an education which is appropriate to them as individuals. As far as possible therefore it is our aim to minimise any difficulties that pupils will experience.
- All behaviour which does not meet our expectations will be acted upon immediately. In the case of behaviour judged to be bullying we will provide support to the target or bullying and deal with the behaviours of the child /children considered to be bullying or enabling bullying.
- As a school we work hard to recognise the difference between bullying, conflict and turbulence in relationships when considering each individual situation.

2.3 Aims and Objectives

The aims of this policy are to:

- Prevent bullying in all its forms by ensuring that all pupils feel empowered to report any behaviour of others which falls short of the school's expectations, working alongside the school's behaviour policy to manage behaviour which is judged to be bullying.
- In addition, we aim to support every pupil to develop an age appropriate understanding of British values and equality law and how these relate to bullying.

2.4 Legal and Statutory Framework

This policy is underpinned by key legislation and statutory guidance, including:

- Education and Inspections Act 2006 (duty to promote good behaviour and discipline)
- Education Act 2002 (duty to safeguard and promote pupil welfare)
- Equality Act 2010 (duty not to discriminate against pupils with protected characteristics)
- Children and Families Act 2014 (duties regarding pupils with SEND)
- DfE 'Behaviour in Schools: Advice for Headteachers and School Staff' (2022)
- DfE 'Exclusion from maintained schools, academies and pupil referral units in England' (2023)
- SEND Code of Practice: 0 to 25 years (2015)
- Ofsted Education Inspection Framework
- Relevant Local Authority guidance

We are committed to meeting all statutory obligations, including making reasonable adjustments for pupils with SEND and recording and reporting serious incidents and exclusions. We believe that this document should be a working document that is fit for purpose, represents our school's vision and enables consistency and quality provision across the school.

3.0 Roles and Responsibilities

3.1 Governing Body/Trust Board

The Governing Body is responsible for approving this policy, ensuring it complies with statutory requirements, and monitoring its implementation and effectiveness. Governors receive regular reports on behaviour, including bullying, and are involved in policy review and decision-making. The Governing Body ensures that the policy is reviewed at least annually and that it reflects current best practice and legal requirements.

3.2 Headteacher

The head teacher and SENDCo are responsible for:

- Ensuring that the school environment encourages positive behaviour and upstanding;
- Ensuring that staff deal effectively with poor behaviour including bullying;
- Monitoring how staff implement this policy to ensure consistently across all groups of pupils;
- Ensuring that all staff understand how to prevent and respond to bullying
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so that they can fulfil their duties set out in this policy;
- Ensuring this policy works alongside the Child Protection and Safeguarding Policy to offer pupils both sanctions and support when necessary;
- Ensuring that the data recorded on Arbor. CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

3.3 Staff

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils;
- Establishing and maintaining clear boundaries of acceptable pupil behaviour;
- Implementing the anti-bullying policy consistently;
- Communicating the school's expectations, routines, values, and standards through teaching behaviour and in every interaction with pupils;
- Modelling expected behaviour and positive relationships;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations;
- Recording behaviour incidents promptly on Arbor as per the published protocol;
- Challenging pupils to meet the school's expectations;
- Supporting both perpetrators and targets of bullying.

3.4 Pupils

Pupils will be made aware of the following age appropriately

- The expected standard of behaviour they should be displaying at school;
- The school's key rules and routines;
- What bullying is and their role in preventing and reporting it.

3.5 Parents and Carers

Parents and carers, where possible, should:

- Get to know the School anti-bullying policy and reinforce it at home, where appropriate;
- Support their child in adhering to the anti-bullying policy;
- Discuss any behavioural concerns or worries about bullying with the class teacher promptly;
- Avoid labelling unacceptable behaviour as bullying;
- Raise any concerns about the management of behaviour and reports of bullying with the school directly, whilst continuing to work in partnership with the school;

3.6 SENCO

The Special Educational Needs Coordinator (SENCO) is responsible for ensuring that pupils with SEND receive appropriate support, including reasonable adjustments to behaviour expectations and interventions. They work closely with staff, pupils, families, and external agencies to identify needs, develop individual behaviour support plans, and monitor progress. The SENCO ensures that the graduated response outlined in the SEND Code of Practice is followed and that staff are trained to meet the needs of all learners. **However, SEND is no excuse for bullying.**

4.0 What Is Bullying?

The Anti-Bullying Alliance (ABA) and its members have a shared definition of bullying based on research from across the world over the last 30 years and it is the definition which we have adopted. ABA defines bullying as: '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 through cyberspace.'

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the target might be in danger then intervention is urgently required.

4.1 Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals. Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'enablers' or 'accessories'.

4.2 Bullying can also include:

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonize those who might be bullying others to get them to bully. Sometimes baiting is used secretly to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'. Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

4.3 Specific types of bullying behaviour include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy ,Roma, Travellers
- religion, belief or lack of religion/belief
- sex
- sexual orientation

These are called ‘protected characteristics’. As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident.

4.4 Other vulnerabilities to bullying include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious.

There is no hierarchy of bullying – all forms are taken equally seriously and dealt with appropriately.

4.4 Prejudice Related Language and bullying

Racist, homophobic, biphobic, transphobic and disabilist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

Use of Prejudice related language will not be tolerated or dismissed as banter at Newton Burgoland Primary School. We are proactive in teaching pupils about British values and protected characteristics. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

4.5 Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their targets. Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school. Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include: -

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

5.0 Involvement in bullying

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

6.0 Where does bullying take place?

- Bullying is not confined to the school premises. It also persists outside school, on the journey to and from school and in the local community and may continue into Further Education. The school acknowledges its responsibilities to support families if bullying occurs off the premises.

7.0 Strategies for Preventing Bullying

- Ensuring that the school actively promotes the celebration of difference and diversity as part of our core values and within all subjects
- Involvement in the everyone welcome project
- Work towards the rainbow award

- Anti-Bullying week annually in November and Safer Internet Day in February
- PSHE/Citizenship lessons and cross curriculum themes.
- Celebration events. E.g. Achievement assemblies on Fridays
- Specific curriculum input on areas of concern such as cyber bullying and internet safety
- School council diversity champions
- Well-being support
- Small group work
- Random mixed ability pairing
- Support for parents/carers
- Parent information events/ information-on the school website
- Support for all school staff

8.0 Reporting Bullying

Our school has clear and well publicised systems to report bullying for the whole school. All classes have a worry monster. All pupils are given the opportunity to self-report feeling unsafe daily.

Several	Start
Times	Telling
On	Other
Purpose	People

In the event of bullying, parents will be informed of the nature of any incidents and any action taken. Parents will be informed of their child's role in the bullying as a target, perpetrator or enabler. Appropriate action using our behaviour policy will be taken with regards to pupils involved in bullying depending on the age of the child and nature of the bullying.

Systems of Reporting: Children are encouraged to report any incidents of bullying to any member of staff, whether they are the target or an enabler. Likewise, parents/carers are welcome to discuss any bullying worries with a member of staff. The member of staff will make a report on CPOMS and alert the DSL.

9.0 Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff are aware of and follow the same procedures.

After an allegation of bullying

- All parties including the target, bully and all others involved will be interviewed and a report will be made on CPOMS
- The headteacher will investigate further if it is needed, and determine whether or not the incident is closed or requires monitoring or action.
- Parents/carers will be informed as to the involvement of their child.

- Appropriate disciplinary sanctions in accordance with the school's Behaviour Policy will be put in place and these will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable.
- The response may vary according to the type of bullying and may involve other agencies where appropriate.
- Any allegations of bullying will be followed up, in particular keeping in touch with the person who reported the situation, parents/carers.
- Support will be given, appropriate to the situation, for all involved such as - solution focused, restorative approach, circle of friends, individual work with the target, perpetrator, enablers and others affected by the bullying, a referral to outside agencies will be made if appropriate.
- The wider community will be liaised with, if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

10.0 Training, Monitoring, and Evaluation

10.1 Staff Training and Professional Development

All staff receive training on safeguarding which includes bullying, behaviour management, de-escalation, restorative practices, SEND, and trauma-informed approaches. Training is provided as part of induction, ongoing professional development, and in response to emerging needs or changes in guidance. The school encourages staff to share best practice, reflect on their own approaches, and seek support where needed.

Specialist training is provided for staff working with pupils with complex needs, and opportunities are available for staff to access external courses, networks, and resources.

10.2 Monitoring and Recording

The school maintains robust systems for recording, monitoring, and analysing behaviour incidents, including bullying, interventions, exclusions, and the use of reasonable force. Records are kept securely and in accordance with data protection requirements. Behaviour data is reviewed regularly by the Headteacher and Governing Body to identify trends, evaluate the impact of interventions, and inform improvement planning.

Staff are supported to use recording systems consistently and accurately, and are provided with feedback and guidance as needed.

10.3 Policy Review and Evaluation

This policy will be reviewed annually, or more frequently if required, in consultation with staff, pupils, parents/carers, and the Governing Body. The review process will include analysis of behaviour data, feedback from stakeholders, and consideration of new guidance or best practice. The policy is updated to reflect changes in legislation, statutory guidance, or school context, and is communicated to the whole school community.

11.0 Communication and Engagement

11.1 Policy Communication

The Anti-Bullying Policy will be communicated to all staff, pupils, parents/carers, and the wider community through the school website, induction processes, staff meetings, assemblies, newsletters, and parent events. Key aspects of the policy will be summarised in pupil and parent information leaflets, and visual displays are used throughout the school to reinforce expectations and routines.

Staff are supported to communicate the policy in accessible and age-appropriate ways, using visual aids, social stories, and translation services as needed