



Buttsgrove Way  
Huntingdon  
PE29 1PE

Headteacher: Mr D Jones  
[www.thongsleyfields.org](http://www.thongsleyfields.org)

Thongsley Fields Primary & Nursery School

# Anti-Bullying Policy

Safeguarding

Version: 2

Reviewed: January 2022

Approved:

Date: Spring 2022



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## **1. Context including National and Local Policy and Legislation**

Protection from bullying and the right to attend education without fear is covered by legislation and non-statutory guidance. In particular, The Education and Inspections Act (2006) requires every school to establish measures to encourage good behaviour and prevent all forms of bullying amongst pupils.

The Equality Act (2010) requires schools to eliminate unlawful discrimination, harassment and victimisation in relation to pupils who share a protected characteristic and therefore may be vulnerable to prejudice driven bullying.

## **2. What is bullying?**

### **2.1 Our Shared Beliefs about Bullying**

Bullying damages children's physical and mental health, including their self-confidence and ability to build and sustain relationships. It can also destroy self-esteem sometimes with devastating consequences and with the effects lasting into adult life. Bullying undermines the ability to concentrate and learn and can affect children's chances of achieving their full potential at school and later in life. Bullying causes harm to those who bully, those who are bullied and those who observe bullying. Our school believes that all children and young people have the right to learn and work in an environment where they feel safe and that is free from harassment and bullying. The purpose of this policy is to communicate how the school aims to create a climate and school environment in which everyone agrees that bullying is unacceptable and is committed to tackling it to improve outcomes for children and young people.

### **2.2 A Definition of Bullying**

Bullying is a subjective experience that can take many forms. Various national and international definitions of bullying exist. Most of these definitions have three things in common, which reflect children's experience of bullying and evidence gained from extensive research in this area. The three common aspects in most definitions of bullying are that:

- It is deliberately hurtful behaviour.
- It is usually repeated over time.
- There is an imbalance of power, which makes it hard for those being bullied to defend themselves.

These factors are reflected in the DfE and Cambridgeshire Children's Families' and Adults' Services definitions of bullying:

*...behaviour by an individual or group, often repeated over time, that intentionally harms another individual or group either physically or emotionally. It involves an imbalance of power, which makes it hard for those being bullied to defend themselves.*

*Cambs. CFA 2016*

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At Thongsley Fields, we define bullying as:

***‘The intentional repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power’***

*Anti-Bullying Alliance*

For the children at our school the definition of someone who bullies is someone who:

***‘Keeps on hurting the feelings of others on purpose by hitting out or by words or gestures; a person who makes you feel small or will not let you join in’***

*(Child’s voice)*

## **2.3 Bullying Forms and Types**

### **Forms of Bullying**

Bullying behaviour across all types of bullying can represent itself in a number of different forms. Children and young people can be bullied in ways that are:

- **Physical** – by being punched, pushed or hurt; made to give up money or belongings; having property, clothes or belongings damaged; being forced to do something they don’t want to do.
- **Verbal** – by being teased in a nasty way; called gay (whether or not it’s true); insulted about their race, religion or culture; called names in other ways or having offensive comments directed at them.
- **Indirect** – by having nasty stories told about them; being left out, ignored or excluded from groups.
- **Electronic / ‘cyberbullying’** – via text message; via instant messenger services and social network sites; via email; and via images or videos posted on the internet or spread via mobile phones.

### **Specific Types of Bullying**

The school recognises that although anyone can be bullied and for almost any reason or difference, some children may be more vulnerable to bullying than others. Research has identified various different types of bullying experienced by particular vulnerable groups of children. These include bullying related to:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities
- being gifted or talented
- appearance or health conditions

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- home circumstances e.g. young carers or looked-after children

(See appendix C Specific Types of Bullying)

The school recognises that bullying is a complex type of behaviour occurring between individuals and groups. Different roles within bullying situations can be identified and include:

- **The ring-leader**, who through their position of power can direct bullying activity
- **Assistants/associates**, who actively join in the bullying (sometimes because they are afraid of the ring-leader)
- **Reinforcers**, who give positive feedback to those who are bullying, perhaps by smiling or laughing
- **Outsiders/bystanders**, who stay back or stay silent and thereby appear to condone or collude with the bullying behaviour
- **Defenders**, who try and intervene to stop the bullying or comfort pupils who experience bullying.

Some children can adopt different roles simultaneously or at different times e.g. a bullied child might be bullying another child at the same time, or a 'reinforcer' might become a 'defender' when the ringleader is not around.

## 2.4 Recognising Signs and Symptoms

The school recognises the fact that some children are more vulnerable to bullying than others and is sensitive to the changes of behaviour that may indicate that a child is being bullied. Children who are being bullied may demonstrate physical, emotional and behavioural problems. The following physical signs and behaviour could indicate other problems but bullying will be considered as a possibility:

- Being frightened of walking to or from school
- Losing self confidence and self-esteem
- Being frightened to say what's wrong
- Developing unexplained cuts, bruises and other injuries
- Unwilling to go to school, development of school phobia and unusual patterns of non-attendance
- Failing to achieve potential in school work
- Becoming withdrawn, nervous and losing concentration
- Becoming isolated and disengaged from other children
- Developing changes in physical behaviour such as stammering and nervous ticks
- Regularly having books or clothes destroyed
- Having possessions go 'missing' or 'lost' including packed lunch and money
- Starting to steal money (to pay the perpetrator)
- Becoming easily distressed, disruptive or aggressive
- Developing problems with eating and food
- Running away
- Developing sleep problems and having nightmares
- Developing suicidal thoughts or attempting suicide.

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Where children are exhibiting extreme signs of distress and changes in behaviour, the school will liaise with parents/carers and where appropriate, relevant health professionals and agencies such as the school nurse/G.P. and the Child and Adolescent Mental Health Service.

## **2.5 Recognising reasons why children may bully**

The school recognises the fact that children may bully for a variety of reasons. Recognising why children bully supports the school in identifying children who are at risk of engaging with this type of behaviour. This enables the school to intervene at an early stage to prevent the likelihood of bullying occurring and to respond promptly to incidents of bullying as they occur. Understanding the emotional health and wellbeing of children who bully is key to selecting the right responsive strategies and to engaging the right external support.

Possible reasons why some children may engage in bullying include:

- Struggling to cope with a difficult personal situation e.g. bereavement, changes in family circumstances
- Liking the feeling of power and using bullying behaviour to get their own way
- Having a temperament that may be aggressive, quick tempered or jealous
- Having been abused or bullied in some way
- Feeling frustrated, insecure, inadequate, humiliated
- Finding it difficult to socialise and make friends
- Being overly self-orientated (possibly displaying good self-esteem) and finding it difficult to empathise with the needs of others
- Being unable to resist negative peer pressure
- Being under pressure to succeed at all costs.

## **3. Implementing the Anti-Bullying Policy in our School**

### **3.1 Introduction**

This Anti-Bullying Policy is set within the wider context of the school's overall aims and values. At Thongsley Fields:

- we promote a healthy, safe and caring environment for all pupils and staff;
- we provide a broad and balanced curriculum for all our pupils, having considered gender, ability, ethnicity, religion and culture;
- we promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- we prepare our pupils to confidently meet the challenges of adult life;
- we provide sufficient information and support to enable our pupils to make safe choices;
- through an enriched curriculum, we provide pupils with opportunities to develop the necessary skills to manage their lives effectively;

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- we help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- we create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life;
- we promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated.

Other school policies which support our Anti-Bullying Policy include those regarding Behaviour, PSHE and Citizenship, Equality, Inclusion, Safeguarding, Intimate Care, Acceptable Use of ICT, Confidentiality, Site and Staffing.

The school believes that providing a safe and happy place to learn is essential to achieving school improvement, promoting equality and diversity, ensuring the safety and well-being of all members of the school community and raising achievement and attendance. The Leadership Team, in conjunction with the school's PSHE Lead, will support the coordination of a whole school approach to managing this important issue. This leadership role on anti-bullying includes the following core elements:

- Co-ordinating anti-bullying curriculum opportunities
- Overseeing the effectiveness of the school's anti-bullying prevention and response strategies
- Supporting staff to implement the school's Anti-Bullying Policy and practice.

### **3.2 Policy Aims**

This Policy aims to communicate the school's approach to involving the whole school community in developing and promoting a whole school anti-bullying ethos and culture. The Policy provides clear guidance on how the school intends:

- To raise the profile of bullying and the effect it has on children's emotional health and wellbeing, life chances and achievement
- To make clear to everyone within our whole school community that no form of bullying is acceptable and to de-escalate and prevent any continuation of harmful behaviour
- To encourage and equip the whole school community to report all incidents of bullying, including those who have experienced being bullied and bystanders who have witnessed an incident
- To respond quickly and effectively to incidents of bullying using a restorative approach and /or sanctions where necessary
- To apply reasonable and proportionate disciplinary sanctions to children causing the bullying
- To support children who are bullying in recognising the seriousness of their behaviour and to offer support and counselling to help them to readjust their behaviour
- To safeguard and offer support and comfort to children who have been bullied and provide longer term support where necessary to reduce the likelihood of negative effectives on their behaviour and self-esteem.
- To address the emotional and behavioural needs of children who bully others to reduce the likelihood of repeated incidents of bullying

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- To identify vulnerable children and those critical moments and transitions when children may become more vulnerable to bullying and provide additional support/safeguarding when needed
- To ensure all staff are trained and supported to enable them to model positive relationships
- To regularly monitor incidents of bullying and harassment and report to responsible bodies e.g. governors
- To provide a curriculum framework for Personal Social and Health Education and Citizenship that includes learning about bullying, diversity, discrimination and personal safety.

### 3.3 Reporting Incidents of Bullying

The school encourages and equips the whole school community to report all incidents of bullying, including children who have experienced being bullied as well as bystanders who have witnessed an incident. The school endeavours to provide clear, accessible and confidential incident reporting systems, which include access to:

- Teaching and support staff who are trained in listening skills and anti-bullying issues
- Designated and Deputy Safeguarding Leads
- Worry/listening/bully boxes which are monitored daily
- Trained peer mediators
- Independent listeners/buddies (where necessary and identified by the children themselves, including older pupils and adults other than class teachers) to whom children who are experiencing bullying may turn
- Promotion of confidential phone numbers e.g. ChildLine

The school's incident reporting systems and guidance on defining bullying and recognising the signs and symptoms of bullying in children are recorded and communicated to the whole school community via:

- The school's anti-bullying leaflets and posters for children & parents
- The school's notice/information boards
- The school's PSHE and wider curriculum.

### 3.4 Responding to Incidents of Bullying

The school has an agreed procedure for responding consistently to incidents or allegations of bullying. Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the school and will not be tolerated. At our school, all children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. **All staff are responsible for responding to incidents of bullying, following up and escalating through the class teacher, Phase Leads and Leadership Team as outlined in our Behaviour Policy.** The school will investigate the incident and decide on an appropriate course of action.

When responding to incidents involving any type of bullying, the school will consider the situation in relation to the school's Safeguarding Policy and procedures. Statutory guidance on safeguarding children identifies 'Emotional Abuse' as featuring '*serious bullying causing children frequently to feel*

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*frightened or in danger; or the exploitation or corruption of children*'. In cases of severe or persistent bullying, staff will liaise with the Designated Safeguarding Lead particularly where there are concerns that a child may be suffering or likely to suffer significant harm in terms of emotional abuse.

The procedure and stages in responding effectively to bullying at our school are:

**Monitoring and recording behaviour and relationship issues**

The school follows a clear behaviour management system, which enables challenging behaviour and relationship problems to be identified, recorded and addressed. This process is part of the school's overall Behaviour Policy. It supports the detection of bullying and allows for intervention at an early stage. This system may involve e.g. recording behaviour related incidents within, ScholarPack (the school's MIS system) or informal 'behaviour books' e.g. at lunchtime, to record and collate behaviour/pastoral issues. The school then uses the school's definition of bullying to assess situations as they arise and judge whether or not bullying has occurred or where a pattern of potential bullying behaviour may be developing.

**Making sure the person being bullied is safe and feels safe**

When a child reports being bullied, the school will acknowledge their concerns and the incident will be taken seriously. Incidents of bullying reported by witnesses are treated in the same manner and will always lead to a conversation with the targeted child.

**Establishing and recording what happened by listening to the targeted child**

After listening to the views and feelings of the targeted child and their account of what has happened to them, the school will record the incident appropriately either using the system above. Where appropriate, details that may be recorded include:

- Date, time incident reported
- Member of staff to whom the incident was reported
- Date, time, location of alleged incident
- Nature of the alleged incident from the perspective of the person being bullied
- Date, time when parents/carers were informed.

Written records are factual and where opinions are offered these will be based on factual evidence. Recording incidents helps to build a picture of behaviour patterns in school e.g. who, when, how, what action taken. It enables the school to manage individual cases more effectively and monitor and evaluate the effectiveness of strategies.

**Deciding upon a response.**

After listening to the account of the targeted child, the school will discuss an appropriate course of action with them. All incidents of bullying will be responded to seriously and the behaviour of those who have been bullying will be challenged.

**Consulting with parents/carers**



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See section 3.5 *Working with parents/carers* for the school's approach to informing and involving parents/carers where children have been involved with or affected by bullying.

### **A Restorative Approach**

Where appropriate and in most cases of bullying the school will initially consider the use of a Restorative Approach to resolve the situation. A Restorative Approach involves perpetrators of bullying, focusing on their unacceptable behaviour in an emotionally intelligent way and ensures children causing harm are held to account for their behaviour by enabling them to:

- accept responsibility for the harm caused to the individual being bullied
- accept responsibility for the harm caused to others (for example staff, friends or family)
- recognise the need to take action to begin to repair the harm caused
- agree a range of helpful actions to repair the harm caused, which will be monitored over an agreed period of time.

The school believes that all bullying is unacceptable but that many children who display anti-social behaviour and lack empathy for others, can be helped to understand the consequences of their actions and change their behaviour for the long term.

### **Use of Sanctions**

In certain cases of bullying, the school will consider the use of sanctions e.g. in cases of serious bullying such as where violence has been used or where a restorative approach has been unsuccessful in preventing further incidents of bullying.

Sanctions will be applied fairly and proportionately in accordance with the school's Behaviour Policy, taking account of any special educational needs or disabilities that child may have and taking into consideration the needs of vulnerable children. Bullying by children with disabilities or SEN is no more acceptable than bullying by other children. However, for a sanction to be reasonable and lawful the school will take account of the nature of the child's disability or SEN and the extent to which they understand and are in control of what they are doing. Disciplinary sanctions are intended to:

- Impress on the perpetrator that what he/she has done is unacceptable
- Deter him/her from repeating that behaviour
- Signal to other CYP that the behaviour is unacceptable and deter them from doing it.

The consequences of bullying should reflect the seriousness of the incident. The school takes verbal and indirect bullying as seriously as physical bullying. When deciding upon appropriate sanctions for bullying the school will ensure that the sanctions address bullying behaviour in a way which does not lead to an escalation of the behaviour but instead supports a resolution to the problem. Like the school's restorative approach, sanctions for bullying are intended to hold children to account for their behaviour and ensure that they face up to the harm they have caused and learn from it. They also provide an opportunity for the child to put right the harm they have caused. Where appropriate the school may use sanctions in conjunction with the school's restorative approach.

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The school will draw upon the school's Behaviour Policy and follow the system for sanctions, which includes:

- involving children in developing appropriate 'fair punishments' for those who have been involved in bullying;
- removing/separating children from other individuals or groups of children;
- removing/excluding children from certain whole school activities or key points in the day e.g. break times/lunchtimes;
- withdrawing privileges.

In the case of more serious and persistent bullying, where the perpetrator has not responded to the school's restorative strategies (see above) or sanctions, the school may consider excluding the perpetrator from the school. Some children who have been subjected to bullying can be provoked into violent behaviour. Where an attack has been provoked after a period of persistent bullying, the school will view this behaviour differently from an unprovoked attack and will ensure that sanctions are proportionate to the circumstances.

### **Communicating with the whole school community**

The school will ensure that it communicates to all relevant groups and individuals (which may include the whole school community if appropriate) that the bullying has been taken seriously and has been responded to. This will include talking to parents/carers (see section 5 - Working With Parents/Carers). The timing of any communication will depend on the agreed responsive approach.

### **Monitoring and following up with all parties concerned, including parents/carers to ensure that the bullying has stopped.**

Part of the school's process of responding to an incident is to seek an agreement to meet at some point in the future to see whether the situation has been resolved or whether further work needs to take place. At our school, class teachers, Phase Leads and the Leadership Team share responsibility for monitoring and following up incidents of bullying. This will include evaluating the effectiveness of the follow up strategies that have been put in place to ensure that the bullying has stopped. The school does not assume that a situation requires no further attention simply because a child has made no further complaints. Where a problem has not been resolved to the satisfaction of all parties, the follow up strategies will be reviewed and/or further advice sought. The timing of this monitoring will depend on the agreed responsive approach.

### **Responding to incidents of cyberbullying**

The school will follow the above procedures alongside the Trust's Acceptable Use and Online Safety Policy which provides guidance on responding to different forms of cyberbullying and the safe and responsible use of technology.

### **Responding to incidents of bullying which occur off the school premises.**

The school recognises that bullying can and does happen outside school and in the community. Bullying is a relationship issue and its occurrence reflects the ways in which children socialise in school

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and in the wider community. The school believes that bullying is unacceptable wherever and whenever it happens.

When an incident of bullying is reported and has occurred off the school site and out of school hours e.g. walking to and from school, the school will follow the guidance in the Behaviour Policy.

The school encourages children to seek help and to tell a trusted adult about incidents of bullying that happen outside the school so that the school can:

- raise awareness among the whole school community of possible risks within the community e.g. trouble spots/gang related issues;
- alert colleagues in other schools whose pupils are bullying off the school premises;
- make contact with local police officers and representatives from the youth services, locality teams and other organisations (including sports clubs and voluntary organisations);
- offer children and parents/cares strategies to manage bullying off the school premises e.g. guidance on how to keep safe on the internet and when using technology.

### **3.5 Working with Parents /Carers**

Where the school has become aware of a bullying situation, we will endeavour to involve parents/carers constructively and at an early stage to support the process of working together to find ways of resolving the situation and bringing about reconciliation. The school will work alongside those parents/carers whose children have been bullied to support them in developing their children's coping strategies and assertiveness skills where appropriate.

The school takes parents/carers reporting bullying seriously. Parents/carers are initially encouraged to refer their concerns to the class teacher. Senior members of staff such as Phase Leads, Deputy and Head Teacher will be involved where appropriate. Parents/carers are encouraged to note details of the incident to share with the class teacher. Again, a record of the incident and the agreed actions/response made at the meeting will be recorded by the school. The school will discuss the possible responsive options with the parents/carers and the bullied child and agree a way forward.

Where a Restorative Approach has failed to modify the behaviour of a perpetrator and the bullying is continuing or when sanctions are to be used, the parents/carers of the perpetrator will be invited to the school to discuss their child's behaviour. The school adopts a problem solving approach with parents/carers e.g. *'It seems your son/daughter and (other child) have not been getting on very well'* rather than *'your son/daughter has been bullying....'*

While the school firmly believes that all bullying is unacceptable and that the perpetrators should be made to accept responsibility for their behaviour and make amends, the school understands that a co-operative ethos is desirable when trying to reach a resolution that is effective and long lasting. Parents/carers of those causing the bullying will also have support to come to a balanced view of what is happening and appreciate their role in helping their children to learn about the consequences of their actions and adopt alternative ways of behaving.

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The school ensures that staff and all parents/carers remain fully aware of the measures that have been put into place to prevent the occurrence of further incidents. Follow up appointments are made with parent/carers to share these agreed measures and to monitor their success in preventing further bullying.

Guidance for parents/carers regarding advice on recognising the signs and symptoms of bullying in children and how to approach the school to register concerns or incidents and seek support is available via the school's:

- anti-bullying leaflet for parents/carers;
- website;
- notice/information boards;
- positive relationships/behaviour and anti-bullying awareness events.

### **3.6 Following Up / Supporting and Monitoring**

After following the school's procedures for responding to an incident of bullying (see section 3.4 *Responding to Incidents of Bullying*), the school will consider employing further longer term measures/strategies to minimise the risk of bullying occurring in the future and to ensure that children feel safe. Strategies include longer-term support for all parties including the person being bullied, bystanders and the person who has perpetrated the bullying. Many of the school's strategies include problem solving processes, which enable on-going situations to be disentangled and explored, and help to reveal underlying issues. Many of the following strategies involve active participation from children and involve children helping themselves and each other. Some strategies form part of the school's anti-bullying preventative work. Our strategies include:

- **Providing opportunities for class Circle Time where children can explore the needs of their peers.** These are planned sessions in which the teacher facilitates a safe and positive environment for children to take turns, if they choose to talk about an issue of concern. The whole group is encouraged to listen carefully and discuss ways to help the individual in a problem solving way.
- **Accessing support from external agencies and professionals** including educational psychologists, Child and Adolescent Mental Health Service (CAMHS) and Specialist Teaching Services.
- **Providing opportunities for children who have been bullied or are bullying to attend social skills groups** to develop emotional resilience and learn skills in assertiveness, listening, negotiating and empathising with others.
- **Providing supportive and nurturing structures** such as a 'Circle of Friends' for identified vulnerable individuals.

### **3.7 Prevention**

The school believes that the whole school community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole school ethos and create a safe, healthy and stimulating environment. Alongside the school's responsive strategies for dealing with incidents of bullying, the school adopts, as part of our pastoral support system, a whole school approach to

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implementing proactive and preventative interventions to reduce bullying. These interventions are implemented at a school, class and individual level. Our approaches include:

- Implementing an effective school leadership that promotes an open and honest anti-bullying ethos
- Adopting positive behaviour management strategies as part of the school's Behaviour Policy
- Implementing a whole school approach to the teaching of PSHE and Citizenship and the implementation of the principles from the Social and Emotional Aspects of Learning Programme (SEAL)
- Implementing a Personal Safety Programme as identified in the Cambridgeshire Personal Development Programme
- Ensuring that the school's anti-bullying statement is actively promoted in assemblies and other formal occasions, as well as displayed around the school
- Providing training on behaviour management and anti-bullying for all relevant staff including midday supervisors
- Providing regular Circle Time, enabling children to talk about their feelings and concerns in a safe environment and to enable them to share concerns about bullying
- Providing peer support systems such as playground buddies, peer mediators and mentors
- Participating in national events such as Anti-Bullying Weeks and supporting learning on bullying through on-going whole school activities, projects and campaigns
- Reviewing the development and supervision of the school inside and outside including the outdoor areas and playground to ensure provision is safe, inclusive and supports children's emotional wellbeing
- Providing confidential communication systems such as Listening Boxes, counselling services, and working with children to identify key individuals with whom they can confide
- Providing publicity including information leaflets for children and parents/carers to raise awareness of bullying and support those who are being bullied or have witnessed bullying to report incidents and seek help
- Providing social skills groups for vulnerable individuals and groups
- Providing cross year group family/house systems and mixed age groupings to allow children from different age groups to socialise and support each other
- Providing a transition programme to support children moving across year groups and key stages.
- Providing information on support agencies such as ChildLine and Family Lives including telephone numbers and addresses for supportive websites
- Liaising with members of the community and engaging in community initiatives and safer school partnerships
- Working in partnership with other schools/local authority services on anti-bullying initiatives

### **3.8 Delivering the Curriculum for Positive Relationships and Anti-Bullying in our school**

The school acknowledges the role of the PSHE and Citizenship curriculum in preventative work on bullying. The PSHE and Citizenship curriculum supports the development of children's self-esteem and their emotional resilience and ability to empathise with others. The curriculum provides opportunities for children to learn and develop the skills to identify manage and challenge incidents of bullying as

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well as providing opportunities for children to learn about bullying in relation to the wider context of diversity and inclusion.

- **The school has adopted the Primary Cambridgeshire Personal Development Programme for PSHE and Citizenship** in which learning related to bullying, diversity and difference is covered within themes such as Myself and My Relationships, Citizenship and Healthy and Safer Lifestyles
- **The school is also implementing the Social and Emotional Aspects of Learning Programme (SEAL)** as part of the Cambridgeshire Personal Development Programme.
- **The school also uses the Cambridgeshire Education Child Protection Service's Personal Safety units of work** as part of the Cambridgeshire Primary Personal Development Programme
- **The school recognises and participates in national events e.g. Anti-Bullying week**, which provides an annual intensive focussed week on the subject of recognising and combating bullying.

Work on bullying as part of the PSHE and Citizenship curriculum is taught through:

- designated lesson times, focussed events, health and well-being projects;
- other curriculum areas such as Citizenship, Religious Education, Humanities and English;
- enrichment activities such as visits from the Life Education Centre, drama groups and outside agencies.

See the school's website for further detailed information on curriculum planning, teaching methodologies and teaching resources.

### **3.9 Children and Young People's Consultation and Participation**

The school considers listening to the voices of children and actively seeking their views and opinions regarding bullying as an important part of our preventative work. The school regularly audits the way in which bullying is being addressed which includes, listening to children and ensuring they are given the opportunity to speak out, and have their voices heard on their experiences of bullying. Children are actively encouraged to participate in identifying both the problems and solutions to bullying; reviewing and developing the school's Anti-Bullying Policy and practice and engaging in initiatives to support an anti-bullying ethos in school. Children actively participate in:

- identifying when and where bullying happens;
- identifying new forms of bullying e.g. types of cyberbullying;
- making decisions about how to address and tackle bullying;
- reviewing the development and delivery of the taught curriculum focusing on aspects of bullying and discrimination;
- learning how to play an active role in challenging bullying such as engaging in peer support schemes such as buddying, mentoring and mediating.

The school adopts a number of democratic methods/systems for promoting pupil consultation including:

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- our school council and other advisory groups as appropriate;
- focus groups and face to face discussions with small groups of children;
- active learning and interactive learning techniques included in PSHE and Citizenship such as mind mapping sessions, role play, puppets, group work and creative arts;
- surveys including questionnaires, Draw and Write exercises and research designed and carried out by children;
- listening systems such as suggestion boxes and peer mentors.

### **3.10 Whole Staff Awareness and Training Opportunities**

The school endeavours to ensure that teachers and other adults working with children are equipped with the necessary skills and knowledge to identify and address all types and forms of bullying effectively and safely. Training will include recognising the signs of bullying in children and how to identify vulnerable children who may be susceptible to being bullied or becoming actively involved in bullying and bullying type behaviour. Training for staff is provided to ensure that they feel competent and confident in appropriately challenging bullying. Training also provides staff with a clear understanding of the school's Policy and procedures on preventing and responding to incidents of bullying, including providing short and long term support to those affected by bullying. The school's approach to anti-bullying work is included within induction programmes for new staff (including temporary and supply staff). The views of staff are sought as part of the school's review and evaluation of the Anti-Bullying Policy and used to inform developments and enhance the school's anti-bullying ethos and practice.

### **3.11 Involving Outside Agencies**

The school seeks the support and guidance from relevant local and national agencies and organisations that work collectively to ensure that those who work with and support children are equipped with the skills and knowledge to address bullying effectively. Local support and guidance is accessed through liaison with the school's multi-disciplinary Locality Team and voluntary agencies.

### **3.12 Monitoring and Evaluating the Anti-Bullying Policy**

The school's Anti-Bullying Policy and practice is regularly monitored and evaluated to ensure its effectiveness. This process includes reviewing the school's definition of bullying and identifying new types and forms of bullying as they emerge. The Policy review is co-ordinated by the Leadership Team and involves monitoring and evaluating anti-bullying preventative and responsive strategies to ensure the school's practice is effective and successful in fostering an ethos that inhibits bullying and promotes inclusion and respect for diversity.

The review process involves collecting data on the prevalence of bullying at the school and gathering the views and different perceptions of the whole school community including staff, governors, children and parents/carers using a range of methods such as:

- surveys and questionnaires;

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- focus groups and interviews.

The school regularly analyses behaviour records and records of bullying incidents to identify patterns of behaviour regarding individuals and groups of children and places and times where bullying may be occurring. Other informative data includes:

- peer support initiatives or playground projects;
- parental complaints to the school, Trust or Local Authority regarding bullying;
- records of the Educational Welfare Service identifying where bullying is a factor in non-attendance;
- exclusion data relating to bullying;
- transfer and admissions data, specifically requests for transfer due to bullying or harassment;
- outcomes achieved as part of the school's work on promoting children's wellbeing;
- information contained in School Development Plans.

The results of the review are used to inform areas for school development, which are included in the School Development Plan and other appropriate actions plans.

This policy is reviewed every 3 years.



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Appendix A

**Types of Bullying**

The term 'prejudice-related' bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with:

- ethnic, cultural and religious backgrounds
- gender
- gender identity
- sexual identity
- special educational needs and disabilities

The above are defined by the Equality Act 2010 as 'protected characteristics' and children and young people can have or be perceived to have more than one 'protected characteristic' and as a result may be bullied because of a number of prejudices.

Schools are advised to log all incidents of racist, sexist, homophobic, biphobic, transphobic (HBT), faith- and disability-related bullying and report them on a regular basis (termly) on the PRIDE website: <https://pride.learntogether.org.uk/>

This enables the local authority to monitor the occurrence of incidents and identify underlying trends in prejudice-related bullying so that appropriate and relevant training and support can be provided to schools. It is important to note that all incidents that are identified as potentially prejudice-related must be recorded, reported and investigated as such. The definition of a prejudice-related incident is derived from The Stephen Lawrence Inquiry Report (1999) definition of a racist incident: “. any incident which is perceived to be prejudice-related [racist] by the victim or any other person.”

In addition to prejudice-related bullying linked with one or more of the 'protected characteristics', children and young people can be made to feel worthless, excluded or marginalised because of other prejudices relating to their home life, for example in relation to issues of care, parental occupation, poverty and social class.

**Bullying related to ethnic, cultural and religious backgrounds**

Racist or faith-based bullying is bullying based on a person's ethnic background, colour, religion or cultural heritage. Some surveys and focus groups have found that a high proportion of bullied pupils have experienced racist or faith-based bullying. Recent political and social issues also appear to have been a factor in the rise in this type of bullying and harassment. There is research to support the suggestion that where Black and minority ethnic (BME) children experience bullying, it is more likely to be severe bullying. Moreover, bullying incidents can be a subset of the indirect and direct racist

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hostility which BME children, children of different faiths and Gypsy, Roma and Traveller (GRT) children can experience in a number of situations.

When racist or faith-based bullying takes place, the characteristics singled out not only apply to the individual child but also make reference to their family and more broadly their ethnic or faith community as a whole. Racist and cultural dimensions in bullying can be seen to heighten the negative impact on a child's sense of identity, self-worth and self-esteem.

### **Bullying related to gender**

Sexist and sexual bullying affects all genders. Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Gender stereotyping can also have a negative impact on children and young people in that it can limit their aspirations and can make them feel they should not or cannot do certain things, e.g. 'boys don't do ballet' or 'girls can't play football'. Sexual bullying may be characterised by name calling, comments and overt "looks" about appearance, attractiveness and emerging puberty. In addition, uninvited touching, innuendos and propositions, pornographic imagery or graffiti may be used.

### **Bullying related to gender identity**

Children and young people who do not conform to gender stereotypes or who do not identify with the binary construct of gender (i.e. who identify as non-binary), those identifying as transgender or experiencing gender dysphoria (feeling that they belong to another gender or do not conform with the birth sex ascribed to them) can become targets of transphobic bullying. Gender identity is often confused with sexual identity and so children and young people who do not conform to their perceived gender can also be subjected to homophobic and biphobic bullying. For this reason, homophobic, biphobic and transphobic bullying are commonly linked together as 'HBT' bullying.

### **Bullying related to sexual identity or orientation**

Homophobic and biphobic bullying involves the targeting of individuals on the basis of their perceived or actual sexual orientation. Evidence of homophobic and biphobic bullying suggests that children and young people who are gay, lesbian or bisexual (or perceived to be) face a higher risk of victimisation than their peers. Homophobic and biphobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risks not associated with other forms of bullying. The young person may not want to report bullying if it means "coming out" to teachers and parents before they are ready to.

Homophobic and biphobic bullying includes all forms of bullying but in particular it can include:

- Verbal abuse - the regular use, consciously or unconsciously, of offensive and discriminatory language, particularly the widespread use of the term 'gay' in a negative context; biphobic abuse such as 'don't be greedy' or 'make your mind up'; also spreading rumours that cause an individual's perceived sexual orientation to be ridiculed, questioned or insulted

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- Physical abuse – including hitting, punching, kicking, sexual assault and threatening behavior
- Cyberbullying – using on-line spaces to spread rumours about someone or exclude them. Can also include text messaging, including video and picture messaging.

**Bullying related to special educational needs and disabilities (SEND)**

Research shows that children and young people with SEN and disabilities are more at risk of bullying than their peers. Public bodies have new responsibilities to actively promote equality of opportunity for all disabled people and eliminate disability-related harassment.

Children and young people with special educational needs and disabilities, whether in mainstream or special schools, do not always have the levels of social confidence and competence and the robust friendship bonds that can protect against bullying. Where children with SEN and disabilities are themselves found to be bullying, in most cases (except those related to specific conditions) schools should expect the same standards of behaviour as those which apply to the rest of the school community, having made the reasonable adjustments necessary.

**Bullying related to gifted and talented children and young people**

Children and young people who are gifted and talented can be vulnerable to bullying. Their achievements, different interests and advanced abilities can set them apart from their peers and can lead to a sense of not 'fitting in' and feelings of isolation. Their talents and abilities may cause feelings of resentment and jealousy among their peers which may make them targets for bullying behaviour.

**Bullying related to appearance or health conditions**

Those with health or visible medical conditions, such as eczema, may be more likely than their peers to become targets for bullying behaviour. Perceived physical limitations, such as size and weight, and other body image issues can result in bullying, and obvious signs of affluence (or lack of it), can also be exploited.

**Bullying of young carers or looked after children or otherwise linked to home circumstances**

Children and young people may be made vulnerable to bullying by the fact that they provide care to someone in their family with an illness, disability, mental health or substance misuse problem. Young carers may be taking on practical and emotional caring responsibilities that would normally be expected of an adult. Research has highlighted the difficulties young carers face, including risks of ill-health, stress and tiredness, especially when they care through the night. Many feel bullied or isolated. Children in care may also be vulnerable to bullying for a variety of reasons, such as their not living with their birth parents or because they have fallen behind in their studies. Some children and young people are heavily influenced by their communities or homes where bullying and abuse may be common. Some bullying at school may arise from trauma or instability at home related to issues of domestic violence or bereavement or from the experience of being part of a refugee family. Siblings of vulnerable children may themselves be the subject of bullying by association.