

Q1E Agreed Anti-Bullying Policy

June 2025 - draft

Our Aim:

We expect our pupils to act safely, and feel safe, in and out of school – we do not tolerate any form of bullying and we are committed to preventing and tackling it. To protect the rights of all children to have a safe and secure learning environment, we will continuously work towards preventing acts of bullying, harassment and other forms of aggression and violence as these are unacceptable behaviours and interfere with both our school's ability to educate and a child's ability to learn.

While it is very difficult to eliminate bullying completely, we will do everything in our power to ensure that everyone's school experience is free from fear. If such a case arises, staff will follow the anti-bullying guidance laid out in this policy.

We are committed to providing a truly inclusive school within a nurturing environment where each child's ability is recognised, valued and developed. We are committed to working with all to create a school community where bullying is not tolerated. This is in accordance with the duties placed upon us by the Inspections Act (2006), Education Act (2002) and the Equality Act (2010).

This policy was written with regard to the DfE guidance 'Preventing and Tackling Bullying' (2013) and the update in July 2017 along with current the KCSIE.

Our Objectives:

- To raise awareness across the whole school community about our stance on bullying
- To provide strategies for preventing and dealing with bullying promptly and consistently
- To outline clear procedures for noting and reporting incidents of bullying behaviour
- To outline clear procedures for investigating and dealing with bullying behaviour
- To provide understanding and support for targets of bullying and the bullying child/ren.

We believe...

- All bullying is unacceptable, irrespective of how it happens and / or what excuses are given in an attempt to justify it
- We must investigate all incidents of bullying and act where necessary, supporting both the target and the bully
- Children who bully must be held to account for their actions, but may need support to change their attitudes and behaviour
- Everyone in our school has a responsibility to respond promptly and effectively to all instances of bullying

- We must communicate with parents / carers regarding any concerns about bullying and deal promptly with complaints
- All children must feel safe and be confident that any reported incidents will be dealt with effectively by all responsible adults
- It is important to focus on preventing bullying behaviours in school.

Relational Conflict:

We also recognise that incidents may occur between pupils which may not be deemed as bullying but still require support or intervention from trusted adults. These incidents may be referred to as **relational conflict** or falling out.

Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional).

On investigation of a bullying allegation, it may be established that the conflict has been perpetuated by both sides through negative behaviour choices.

Not all relational conflict or falling out leads to bullying, but our school is aware that occasionally. Some can and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Definition of Bullying:

*"Bullying is the **repetitive, intentional** hurting of one person (or group) by another person (or group), repeated over time, where the relationship involves **an imbalance of power**. It can happen face to face or online". Anti-Bullying Alliance*

Repetitive: Behaviour which happens regularly over a period of time, sometimes less frequently over a longer period.

Intentional: While intent can be difficult to determine, we expect children to follow our behaviour rules as outlined in our behaviour policy. We know children's developmental stage can contribute to poor behaviour choices. Children may still be developing an understanding of empathy, body language and boundaries. This is held in mind when working with the children involved.

Imbalance of power: This may be an older child targeting a younger child, a group of children targeting an individual or a child being targeted who has a disability or other special educational need which makes communication more difficult.

Bullying can include:

- Physical assault or intimidation
- Teasing or name calling
- Making threats
- Bullying via mobile phones or online
- Deliberate isolation or exclusion

Children can be bullied for a variety of reasons including:

- Race, religion or culture
- Special educational needs or disabilities
- Gender
- Appearance
- Medical conditions
- Home circumstances

Bullying might be motivated by actual differences between children or perceived differences.

Roles and Responsibilities:

Our approach centres on prevention. There is an ethos and expectation of good behaviour for all children. Children and staff are encouraged and expected to show respect and to be treated with respect. They are taught to make the right choice and understand the impact of their behaviour choices on the wellbeing, learning and safety of others. Expectations and messages are shared in assemblies, PSHE lessons and in the way behaviour incidents are dealt with throughout the school. Levels of adult supervision, training and an ethos that bullying is not tolerated mean that all staff are aware of different forms of bullying and their responsibility to act upon it.

Research shows that building a positive school environment and advancing social and emotional learning can have an impact on reducing bullying within a setting. The DfE's Approaches to Preventing and Tackling Bullying Case Studies (June 2018) found common themes across school to support the prevention of bullying and a focus on preventative practices.

- A whole school approach
- Focus on preventative practice
- Creating an inclusive environment
- Keeping anti-bullying a high profile
- Empowering pupils
- A rapid response to bullying incidents.

Staff will:

- Be excellent role models in the way they behave and speak to others
- Be alert to distress and possible signs of bullying and follow-up with the child / their class teacher / a member of the safeguarding team
- Listen to children who raise concerns, take these seriously and follow-up by further investigation
- Be kept up to date with policy and procedures for dealing with such incidents.

Children will:

- Make the right choices in their behaviour towards their peers
- Tell an adult of any witnessed incident of bullying
- Tell an adult if they have been the target of bullying behaviour.

Parents / Carers will:

- Tell the school of any concerns regarding suspected bullying of their own or another child, as soon as possible
- Co-operate with the school in the investigation and resolution of incidents of bullying
- Allow the school to investigate and resolve issues around behaviour and bullying – approaching other children or their parents, is not acceptable.

Our Procedure:

- The target's story should be listened to and they should be reassured they have done the right thing by reporting, Targets of bullying often feel powerless and vulnerable, they may end up believing they deserve to be bullied.
- Everything should be done to re-establish the target's self-esteem and self-confidence.
- The alleged bully should be spoken to for their side of the situation and to establish reasons why they have acted in the way they did. The alleged bully should be helped to recognise their unsociable behaviour and given support, if necessary, to address this behaviour.
- School leaders will discuss the established facts and decide if the situation is bullying as per the agreed definition and appropriate action will be taken in line with the school's behaviour policy.
- On some occasions, it may be possible to sit both parties down together to discuss their feelings and explore the reason why the situation has developed. The problem may be able to be resolved amicably and / or a compromise reached. A record of agreement may be used to set out what behaviour is expected and what to do if there is a breach.
- In all instances of identified bullying, a school leader will speak to both families, to ensure they know what steps have been taken, what facts have been established and the next steps. Sharing consequences or sanctions given to the bully may not be appropriate.
- School leaders will continue to monitor the effectiveness of the actions taken.

Monitoring, Evaluation and Review:

- This policy will be regularly reviewed to assess its implementation and effectiveness.
- A record of all such incidents will be kept centrally and on pupil's files.
- Bullying data will be analysed to reflect and re-design further strategies to improve procedures.

Related Policies:

- Q1E Child Protection & Safeguarding Policy
- Q1e Complaints Policy & Procedure
- School-based Behaviour Policy

Appendix 1 – Signs of Bullying:

Physical signs can be:

Injuries that the child cannot (or will not) give a convincing explanation for

Torn or damaged clothing

General symptoms of ill health

Emotional signs can be:

Mood swings or an apparent change in personality

High anxiety or nervousness

Tearfulness

Appearing low or depressed

Lack of confidence

Defensiveness

Behavioural signs can be:

Becoming withdrawn

Lashing out at others

Talking about, or actually, harming themselves

Problems eating or sleeping

Other signs can be:

Belongings getting 'lost' or damaged

Being afraid to go to school, being mysteriously 'ill' each morning, skipping school

Not doing as well at school

Asking for, or stealing, money or other items

N.B. Whilst any of these symptoms may be because of bullying, they may be because of something else that is troubling the child. It is important to discuss concerns with a child to find out what the problem is.

Appendix 2 - Strategies to Prevent Bullying:

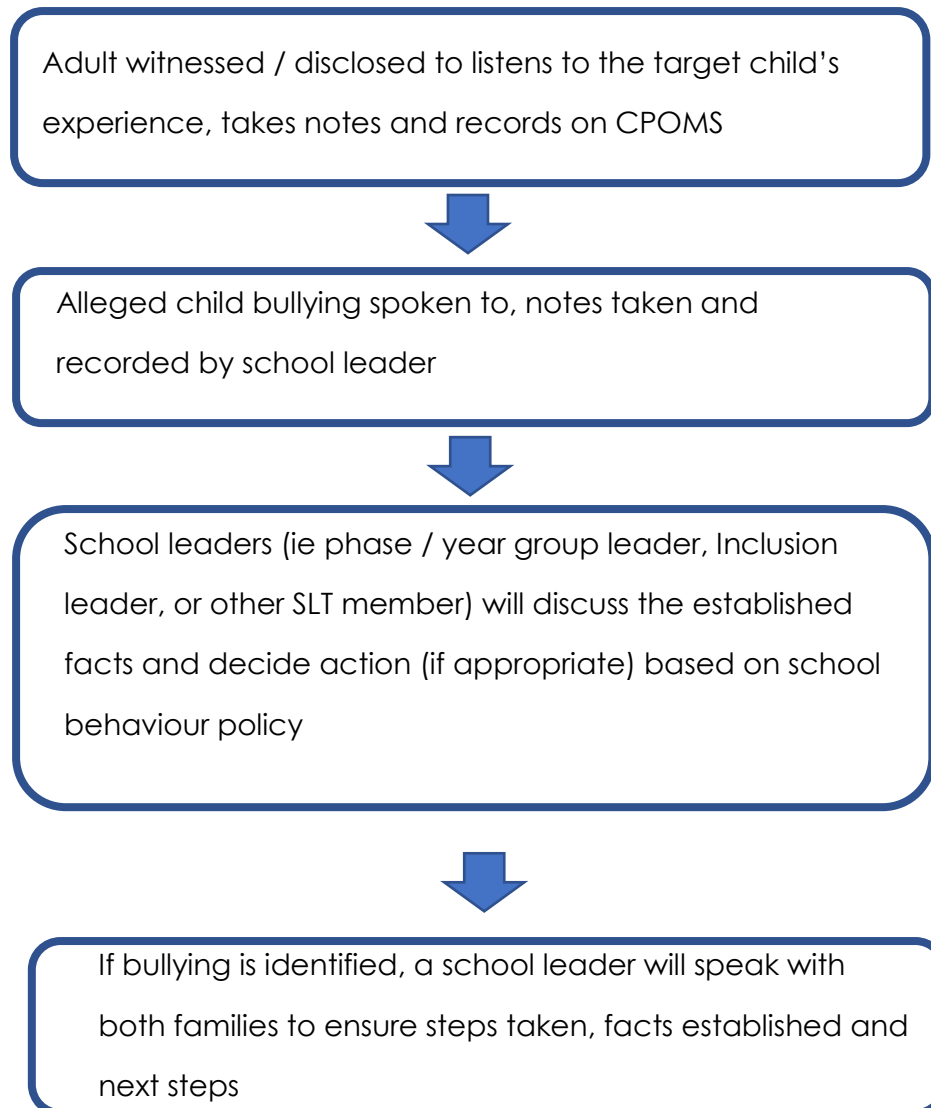
We have adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support targets and those displaying bullying behaviours.

These include;

- The consistent promotion of the school's behaviour expectations
- Reinforcing the clear message that violence has no place at our school
- Taking part in initiatives such as anti-bullying week
- Training all staff members on our anti-bullying policy and strategy
- Staff supervision of all play areas and break and lunch times
- Providing information to families on the possible signs of bullying and steps to take if they feel their child is being bullied
- Celebration of children's background and culture through means such as assemblies and PSHE
- Raising awareness of online bullying and teaching children how to safely use technology. All websites accessed in school are filtered and monitored

- Effective recording systems
- Working with multi-agency teams, including Children's Service and Metropolitan police, as appropriate.

Appendix 3 – Procedure Flow Chart



Appendix 4 – Procedure Checklist

Anti-Bullying Procedure Checklist

Date:	
Adult investigating:	
Children involved:	

ACTION	COMPLETED
1) Adult witnessed / disclosed to listens to the target child's experience, takes notes and records on CPOMS	
2) Alleged child bullying spoken to, notes taken and recorded by school leader	
3) School leaders (ie phase / year group leader, Inclusion leader, or other SLT member) will discuss the established facts and decide action (if appropriate) based on school behaviour policy	
4) If bullying is identified, a school leader will speak with both families to ensure steps taken, facts established and next steps	

Notes: