# Anti Bullying Policy

| Author | Date Reviewed | Next Review |
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| Castledyke Primary School | Autumn 2025 | Autumn 2026 |
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## 1. Introduction

At Castledyke Primary School we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated. The school will seek ways to counter the effects of bullying that may occur within school or in the local community. The ethos of our school fosters high expectations of outstanding behaviour and we will challenge any behaviour that falls below this.

**Objectives:**

1. To promote a safe, secure and happy environment where quality relationships are important and individuals are valued and individuals are valued and respected regardless of race, religion, sexual orientation, gender and ethnicity
2. To take positive action to prevent bullying from occurring .
3. All governors, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is
4. All governors and teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported
5. All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises

The aim of this policy is to work together to ensure that school is a safe place for children and adults to be, whether the school community is directly or indirectly affected by bullying or not.

## 2. Definition

Bullying can be described as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. (DFE Preventing and tackling bullying 2017)



repetitive ⮕ hurtful ⮕ intentional ⮕ power imblance

It is important to understand that bullying **is not** an odd occasional falling out with friends, name calling, arguments or when the occasional 'joke' is played on someone. Children and young people do sometimes fall out or say things because they are upset. When occasional problems of this kind arise it is not necessarily classed as bullying unless it is done

repeatedly and on purpose. Nonetheless, as a Trust we will respond to these issues in line with our Policy to Promote Positive Behaviour.

**Bullying includes:**

a). **Direct**  Emotional being unfriendly or tormenting (e.g. hiding books, threatening gestures)  Physical pushing, kicking, hitting, punching or any use of violence  Racial taunts, graffiti, gestures  Sexual unwanted physical contact or sexually abusive comments  Homophobic because of, or focusing on the issue of sexuality  Verbal name-calling, sarcasm, spreading rumours, teasing

b). **Indirect**  Excluding someone from an activity, conversation or other group setting  Mocking someone for something about their appearance or personality  Gossiping about another person in a malicious manner

c). **Cyber Bullying** (see Online safety Policy and Supporting Material)  All areas of internet ,such as email & internet chat room misuse  Mobile threats by text messaging & calls  Misuse of associated technology , i.e. camera & video facilities

Specific types of bullying include:
- Appearance
- Ability  Health
- Family or Home circumstances e.g. looked after: young carers
- Social class
- Race, Religion and Culture
- Disability / SEN
- Homophobia
- Sexist, Sexual and Transgender

**Physical Bullying**
One form is physically abusing the victim. This is the easiest form of bullying to be recognised as it can leave marks on the victim, i.e. bruising or torn clothes, an act that physically harms the victim. However, it can also involve intimidation by the use of stature or gangs to physically intimidate someone into thinking their way or to doing something for them. It can often be recognised when a group or individual is blocking any available exit to the victim and literally cornering them.

**Verbal Bullying**
Verbal bullying can be the use of derogatory terms to make the bully seem more powerful to the victim. It is often hard to detect because the victims tend to want to keep quiet about their ordeals. Some things to look out for include the victim becoming less willing to talk to you and generally seeming in a much less happy mood than normal. It is important to make sure that paths are kept open for the victim to come to you rather than trying to intervene on something you are not sure about.

**Indirect/Social Bullying**
Indirect bullying is when derogatory terms are used to abuse someone. It can also alienate someone from an activity. It is very difficult to determine when this is occurring. Being stopped multiple times from joining an activity is normally a show of social bullying. Bullying

can be brought to the attention of staff either by: the victim(s), their friend(s), their parent(s) or other stakeholders.

**Cyber/Online bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. It can occur through SMS, Text, and apps, or online in social media (such as Facebook, Instagram and Snapchat), forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Some cyberbullying crosses the line into unlawful or criminal behaviour

**Signs of Bullying**

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in standards of work and lapses in concentration.

**Reporting Incidents in and out of School**

Pupils are encouraged to report all types of bullying or inappropriate behaviour in school immediately in either verbal or written form. Pupils must recognise that being a "bystander" is not acceptable, and understand how their silence supports bullying and makes them in part responsible for what happens to the victim of bullying. Bullying behaviour is never ignored and it is the responsibility for all members of the school community to act on incidents of bullying off the school premises including journeys to and from school.

3. **Prevention of bullying**

At Castledyke we use a range of prevention strategies to support our positive behaviour ethos. These include:
   ● The Jigsaw PSHE programme
   ● Well being ambassadors
   ● Anti-bullying awareness raising and key messages
   ● Participation in Anti-Bullying activities
   ● Working alongside our Anti-Bullying coordinator (ADI)
   ● Anti bullying week
   ● Internet safety week
   ● Whole school assemblies
   ● Behaviour policy
   ● Code of conduct
   ● Restorative practices
   ● Productions and class assembly themes
   ● Supervision by staff
   ● A curriculum which reflects the schools ethos celebrating the rich diversity of our world

- Interventions for pupils
- A safe and secure physical environment
- Involvement of pupils, for example peer support
- Working with the School Council

Roles and Responsibilities
- Anti-Bullying coordinator - Amy Dymond
- Mental health Lead - Jess Houghton
- Pastoral manager - Hannah Bartlett
- Designated safeguarding leads - Andrew North Katie Smith
- Deputy Designated safeguarding lead - Hannah Bartlett
- Well being Governor - Ruth Dervey
- Head of School - Cat Young

**Identifying and Responding to Incidents of Bullying**
 It is important to remember the following five key points:
1. Never ignore suspected incidents of bullying
2. Don't make premature assumptions:  discuss the incident with the victim – this will require patience and understanding  identify the bully/bullies
3. Listen carefully to all accounts (several children saying the same thing does not necessarily mean they are telling the truth):  investigate fully  obtain witnesses, if possible, and record their response
4. Adopt a Restorative Practice approach (as set out in the school's Policy to Promote Positive Behaviour) which holds pupils to account for their behaviour and engages with them to agree the actions needed to repair the harm caused:  confront the bully/bullies with the detail - always emphasising the importance of telling truth, taking responsible for one's own actions and putting things right  if a victim does not feel comfortable joining a circle, the victim should always be given feedback about actions taken against the bully
5. Follow-up repeatedly, checking bullying has not resumed.  continue to monitor the victim and record on Arbor

4. **Reporting and Recording**

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
- Well being ambassador or buddies

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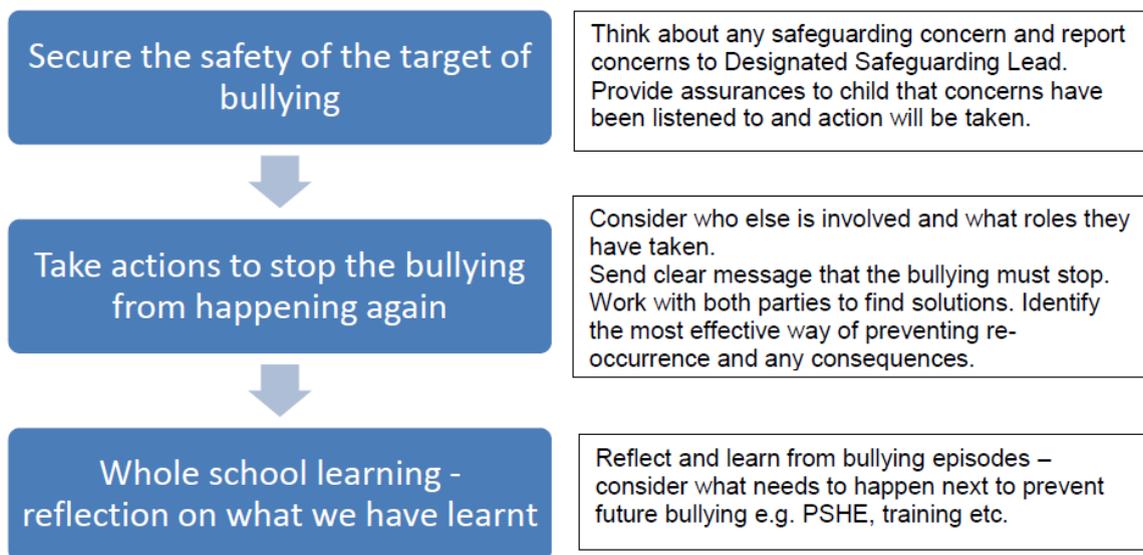
Parents are also encouraged to report concerns and bullying to named individuals. This is normally the class teacher.

When pupils report their concerns our staff are trained to LISTEN and to BELIEVE. We involve children as far as possible in finding solutions. This is for both the victim and the perpetrator of the incident.

Recording of all potential bullying incidents between children is undertaken by staff and recorded on Arbor. This supports the school to investigate claims as well as find patterns and consistencies to be able to determine whether there is a case of bullying in the school.

5. **Responding to Incidents of Bullying**

We monitor and record all anti-social/behaviour incidents on Arbor. This allows us to review all bullying incidents and enables us 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 Council 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.

| Secure the safety of the target of bullying | Think about any safeguarding concern and report concerns to Designated Safeguarding Lead. Provide assurances to child that concerns have been listened to and action will be taken. |
| --- | --- |
| Take actions to stop the bullying from happening again | Consider who else is involved and what roles they have taken. Send clear message that the bullying must stop. Work with both parties to find solutions. Identify the most effective way of preventing re-occurrence and any consequences. |
| Whole school learning - reflection on what we have learnt | Reflect and learn from bullying episodes – consider what needs to happen next to prevent future bullying e.g. PSHE, training etc. |

It is the view of the school that as we are a Primary setting and the children in our care are primary age, that there should be follow up learning support for the children involved in the incident to educate and then prevent similar incidents reoccuring. This could take the form of:
● Intervention
● Anti bullying work with pastoral staff
● Referrals to 'With me in mind'
● Early help support
● Pastoral plans and targets

- Individual Behaviour plans
- Risk assessment
- Whole class support through the PSHE curriculum
- Work with families

**6. 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 of school.
- The Head of school is always informed of any bullying concerns at Castledyke Primary 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 of School.
- 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 schools complaints policy.
- All members of the school community, including pupils, staff, parents and governors, are expected to treat everyone with dignity and respect at all times. This includes both face-to-face contact and online.

7. **Guidance specific to online bullying (cyber-bullying):**

An electronic device, such as a mobile phone, thought to be involved in an incident of bullying may be seized by a member of staff who has been formally authorised by the Head of school. That staff member can examine data or files, and delete these, where there is good reason to do so. There is no need to have parental consent to search through a young person's mobile phone. If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable ground to suspect that it contains evidence in relation to an offence, they must give the device to the police as soon as it is reasonably practicable. Material on the device that is suspected to be evidence relevant to an offence, or that is a pornographic image of a child or an extreme pornographic image, should not be deleted prior to giving the device to the police. If a staff member finds material that they do not suspect contains evidence in relation to an offence, they can decide whether it is appropriate to delete or retain the material as evidence of a breach of school discipline.

**HELP ORGANISATIONS:**

Advisory Centre for Education (ACE) 020 7354 8321
Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204

Parentline Plus 0808 800 2222
Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk
Visit the Kidscape website www.kidscape.org.uk for further support , links and advice.
For a copy of Kidscape's free booklets "Stop Bullying", "Preventing Bullying" and "You Can Beat Bullying", send a large (A4) self-addressed envelope (marked "Bully Pack") with 6 first class stamps to: Kidscape 2 Grosvenor Gardens London SW1W 0DH