EQUALS TRUST

Policy for anti-bullying

Normanton-on-Soar Primary School

Version control

Scope: Applicable to all Trust Schools	
Review date:	Summer term 2026

Introduction

At **Normanton-on-Soar Primary School** we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents when they do arise are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate. We have adopted the NCC Anti-Bullying Policy.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- ✦ Members of staff- by taking their views on a draft version of the policy
- ✦ Governors - by taking their views on a draft version of the policy
- ✦ Parents/carers - parents will be encouraged to contribute by taking their views on a draft version of the policy
- ✦ Children and young people - pupils contribute to the development of the policy through the views they express during anti-bullying week and through the pupil questionnaire

This policy is available

- ✦ On the school web site, on Every and a paper copy available on request through the school office

Roles and responsibilities

The Head teacher **Sarah Philpott** – Has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinator in our school is: **Sarah Philpott** Head teacher

The responsibilities are:-

✦ Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies

✦ Implementing the policy and monitoring and assessing its effectiveness in practice

✦ Ensuring evaluation takes place and that this informs policy review

✦ Managing bullying incidents

✦ Managing the reporting and recording of bullying incidents

✦ Assessing and coordinating training and support for staff and parents/carers where appropriate

✦ Coordinating strategies for preventing bullying behaviour

The nominated Governor with the responsibility for Anti- bullying (Behaviour) is: - **Trust Board Level**

Definition of Bullying

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. http://www.anti-bullyingalliance.org.uk

Behaviour often associated with bullying

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 secretively 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

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 victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and e mailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying 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 transgender 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 /gender
- 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,

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homophobic, biphobic, transphobic and disabilist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purpose

Other vulnerable groups 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 should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

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.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. 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.

Where does bullying take place?

Bullying is not confined to the school premises, it may also persist outside school, in the local community, and on the journey to and from school.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

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

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- Impersonating someone on line
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking
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We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:
- young people
- young people and staff
- between staff
- individuals or groups

Reporting and responding to bullying

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Reported bullying incidents are discussed with School Governors.
Children and adults should pass concerns on to the Head teacher. This may be done by asking an available member of staff pass the information on. Communication is welcomed by email and letter
As with any issues regarding safeguarding and children's welfare it is important that all stakeholders know how to and to whom to report any concerns. Children are encouraged to use the expression 'can I have a word please?' if they need to speak to a member of staff about something that is concerning them. This information is given to children through assembly times.

We have an open-door policy where parents are welcome to speak to any member of staff if they have any concerns. Every morning there is a member of SLT on the playground who are available for parents if there are any concerns. Any reported concerns are dealt with and recorded on our system. If the concern is of a confidential nature, this can also be logged accordingly.
Staff are updated on pastoral care concerns during a weekly briefing and are also updated on changes to policies where relevant by sending them via Every and evidenced by read receipts. Visitors to school, such as students on placements are told, during their induction, that they must report any incidents that they may witness which may be regarded as bullying or any incident that affects a child's wellbeing to one of the Head teacher.

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures by:-

- Interviewing all parties

- Informing parents when bullying has been confirmed (if appropriate). At this stage we will consider if it is helpful to inform parents and which parents should be informed (Bully? Victim? Bystanders?). If parents are involved at this stage we will explain why an incident has been classified as bullying and what we are doing in school to resolve the issue.

- Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable

- Responses may vary according to the type of bullying and may involve other agencies where appropriate to support the young people involved.

- We will always follow up incidents after a time to see whether they have been resolved. We will keep in touch with the person who reported the situation and parents/carers. This includes referring parents to our Complaints procedure if they are not satisfied with the schools' actions

- We will use a range of responses and support appropriate to the situation. These may include - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate

- We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident using our system, CPOMS and the anti-bullying coordinator will be notified.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings.

This information will be presented to the governors as part of their termly reports

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at **Normanton-on-Soar Primary School** have developed the following strategies to promote positive behaviour and discourage bullying behaviour

- ✦ Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- ✦ Anti-Bullying week annually in November and Safer Internet Day in February
- ✦ PSHE/Citizenship lessons and cross curriculum themes
- ✦ Celebration events
- ✦ Student voice, school council
- ✦ Raise awareness of cyber bullying and e-safety through lessons

1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
   ✦ Small group work
   ✦ ELSA if available

2. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour

3. Support for parents/carers
   ✦ Parent information events/ information-on the school website

4. Support for all school staff

   ✦ Staff training and development
   ✦ Encouraging all staff to model expected behaviour

Links with other policies

Policy	Why
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints' Policy	Guidelines to make a complaint if families are not happy with the school's response
Staff handbook	Reporting and recording incidents