



THORNGUMBALD

PRIMARY

Anti-Bullying Policy

Issue Date: Spring 2026
Review Date: Spring 2027

Introduction

The aim of this anti-bullying policy is to ensure that our pupils learn in a supportive, caring and safe environment, free from bullying and discrimination. Bullying is anti-social behaviour which can have a significant impact on those involved, it is unacceptable and will not be tolerated in our school community. All issues of bullying both in school and on the way to and from school will be investigated and action taken as appropriate.

What is Bullying?

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Types of Bullying

Many kinds of behaviour can be considered bullying and can be related to almost anything. Teasing another learner because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, disability, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbally eg. Name-calling, taunting, mocking, making offensive comments.
- Physically eg. Kicking, hitting, pushing.
- Emotionally eg. Exclusion, spreading rumours or gossip.
- Online (Cyber) eg. Inappropriate texting/emailing, sending of offensive images.

Racist bullying: Bullying another person based on their ethnic background, religion or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

Homophobic bullying: Bullying another person because of their actual or perceived sexual orientation.

Transphobic bullying: Bullying based on another person's gender 'variance' or for not conforming to dominant gender roles.

Sexist bullying: Bullying based on sexist attitudes expressed in a way to demean, intimidate or harm another person because of their sex or gender. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Prejudicial bullying: Bullying based on prejudices directed towards specific characteristics, e.g. SEND or mental health issues.

Sexual bullying: Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension/dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

Relational Bullying: Bullying that primarily constitutes of excluding, isolating and ostracising someone usually through verbal and emotional bullying

Cyber Bullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.

Signs and Symptoms of Bullying

There are key behaviours that may indicate a learner is being bullied. All adults must be aware of these possible signs and should investigate further if there is (not an exhaustive list):

- Absence from the school - truanting, unwilling to go to, or problems with going to school - frightened of walking to or from the school.
- Problems related to the school - begins to underachieve, becomes aggressive, disruptive or unreasonable.
- Indications of physical harm - comes home with clothes torn, has unexplained cuts or bruises, self-harming.
- Changes in habit or behaviour - becomes withdrawn, anxious or lacking in confidence, eating habits.
- More aggressive and challenging behaviour.
- History of mental health problems, which have led to the learner becoming aggravated.
- Evidence or history they have been the victim of domestic abuse.

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

What we know about those who are bullied?

- Children may be reluctant to report bullying for fear of repeat harm, and because of a concern that 'nothing can be done'. It is therefore our aim to show that school can support children to prevent harm, that bullying is not tolerated, and that there are solutions which work.
- Children may not report bullying because they may feel it is something within them which is at fault. Children therefore need to receive a clear message from Thorngumbald Primary School that nobody ever deserves to be bullied.
- It is important to us that we demonstrate that bullying is a whole school issue, and that bullying of any member of the school community will be taken seriously and dealt with effectively.

- Children with learning disabilities or communication difficulties may not understand that they are being bullied, or that they are bullying, or may have difficulty explaining that they are being bullied.

Staff at Thorngumbald Primary School look out for signs of bullying and act if they suspect a child is being bullied, or is involved in bullying. Children not directly involved in bullying maybe unsure of what to do, our advice to them is – *if you know it's happening, always tell a teacher, another adult, school council member/wellbeing warrior or friend!*

Possible signs that a child is being bullied

Some children may be more vulnerable than others. It is important that we are sensitive to children who, because of their behaviours or circumstances, may be vulnerable. Some signs of bullying are:

- Deteriorating attendance.
- Poor punctuality.
- Lack of progress.
- Diminishing achievement can indicate that the pupil is vulnerable in some way and susceptible to, or suffering already from, bullying.
- Disengagement/withdrawing from school.

Children being bullied may also demonstrate:

- Emotional and behavioral changes.
- Physical problems such as headaches and stomach pains.
- Signs of depression.

Steps taken to prevent bullying at Thorngumbald Primary School

- All reported instances of bullying will be investigated by a member of staff to create a culture where bullying will not be overlooked or tolerated.
- Staff will, without exception, acknowledge and challenge 'banter' and informal language that may lead to more serious relationship issues.
- Staff will encourage learner cooperation and the development of interpersonal skills using group and pair work in the classroom.
- All types of bullying will be discussed as part of the curriculum in particular through our Jigsaw scheme.
- Diversity, difference and respect for others is promoted and celebrated through the curriculum offer.
- Opportunities to extend friendship groups and interactive skills are provided through participation in special events, for example, drama productions, sporting activities and playleaders.

- All members of the school are made aware of this Policy and their responsibilities in relation to it.
- All staff members receive training on identifying and dealing with the different types of bullying this is through the Anti Bullying Alliance.
- All staff will offer an 'open door' policy allowing learners to discuss any bullying, whether they are victims or have witnessed an incident.
- The school will be alert to, and address, any mental health and wellbeing issues amongst learners, as these can be a cause of bullying behaviour.
- Through curriculum delivery the school will ensure that learners know the signs of bullying and can develop early intervention behaviours to support positive peer relationships.
- The school will ensure potential perpetrators are given support as required, so their educational, emotional and social development isn't negatively influenced by outside factors, e.g. mental health issues.

Parents as Partners

What can parents do?

- Ensure they are clear that the school does not tolerate bullying.
- Ensure they are aware of procedures to use if they feel concerned that their child is being:
 - Bullied, or does not feel safe.
- Have confidence that the school will take any complaint about bullying seriously, and
 - Investigate/resolve as necessary.

What parents should do if they think their child is being bullied?

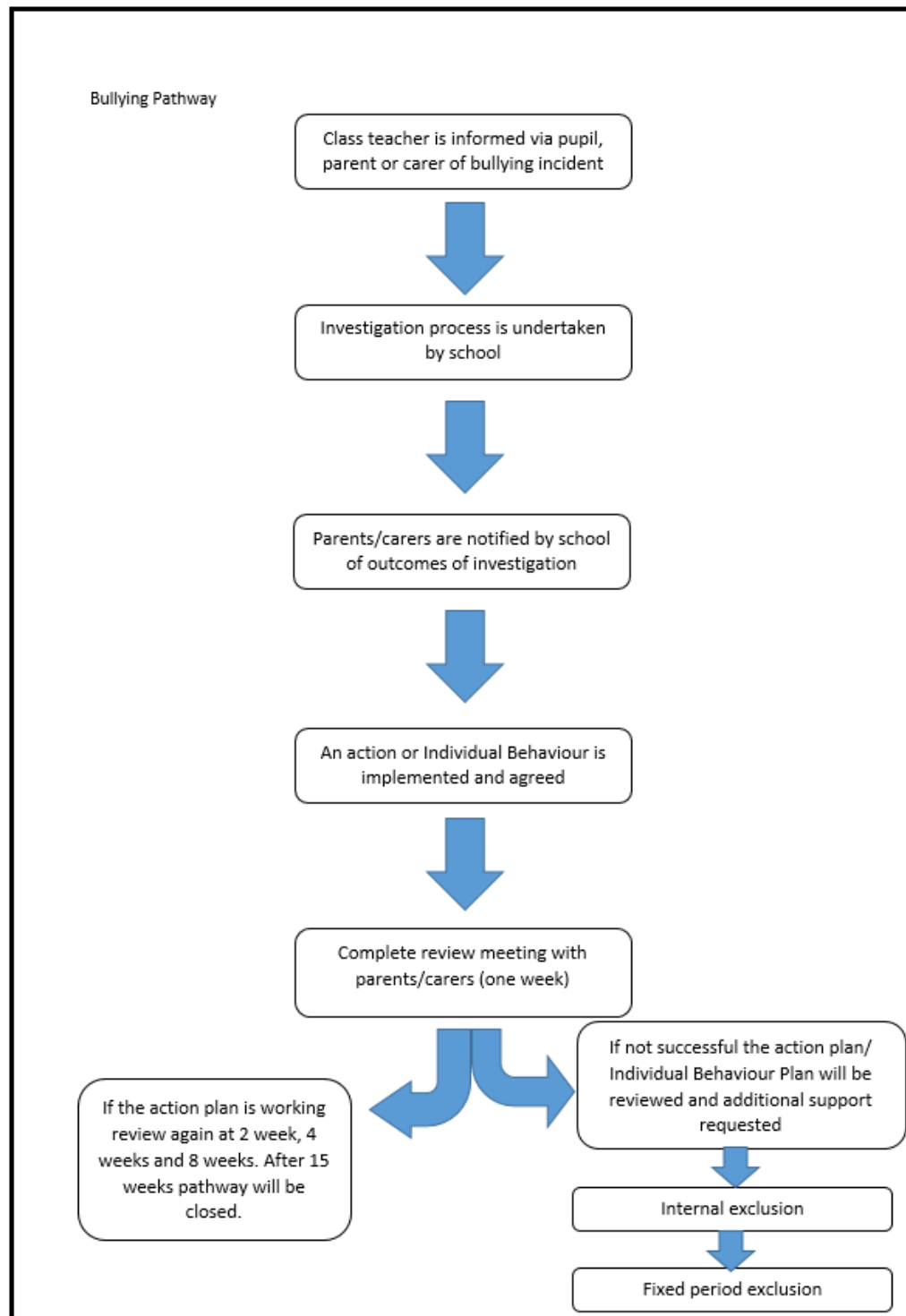
- Gather as many facts and information as possible about specific incidents (if possible dates and times), and named children.
- Assure your child that they have done the right thing in telling, and that the bullying will stop.
- Report the incident to the class teacher as soon as possible.
- Expect to receive follow-up information as to what action has been taken, and how your child will be supported.
- For acts of serious physical harm, this may be reported directly to the Head Teacher.

Procedure for addressing incidents of bullying

Each case of bullying is different and will be dealt with on a case by case basis. Based on the individual incident a professional judgement will then be made on the appropriate course of action.

- All alleged incidents of bullying must be reported to a member of staff, this will be the class teacher in the first instances and can be through seesaw.
- Where incidents are reported, details of what happened will be recorded and referred to the relevant staff team via CPOMS.
- In case of peer disputes, the matter will be approached using restorative principles to foster a positive forward relationship where possible (this will be with the agreement of the perceived victim).
- In many cases the class teacher will discuss the matter with the Wellbeing Support.
- The school will investigate and all parties, together with other witnesses, will be given the opportunity to provide information appropriate to the allegations made.
- Parents of both parties will be informed of the outcome of investigations by a phone call. Though this will be done appropriately without sharing confidential information regarding the other party.
- Arrangements for sanctions/support will be put in place as soon as possible via an Action Plan which will be reviewed in a timely manner.
- Fixed Term exclusion may be deemed necessary if the action plan fails to make a difference.
- In extreme cases the Headteacher may recommend a permanent exclusion.

Bullying Pathway



Statutory Duty of Schools

The Headteacher has a legal duty under the Schools Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Linked documents: Safeguarding, Behaviour and E-safety

Thorngumbald Primary School

Incident of Bullying

Incident reported to:		Date:	
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Alleged Victim		Year	
Alleged Perpetrator		Year	
Witnesses		Year	

Please highlight form of bullying						
Physical	Verbal	Emotional	Cyber	Homophobic	Racist	Other

Summary of Incident				
Date of incident				
Time				
Location				
Frequency of behaviour	Once or twice	Several times a week	Persistent throughout two months	Persistent for more than a year

Description of what happened (Please attach any story boards, notes or pupil voice)

Action Plan		
Target	Action	Impact
Parents Signature		Date
Pupil Signature		Date
School Signature		Date

Review of Action plan		
Review 1 (1 week)		
Review 2 (2weeks)		
Review 3 (4 weeks)		
Review 4 (8 weeks)		

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Referred made	To who	Date
Yes No		

	Good	Satisfactory	Poor	Signed
Pupil				
Parent/Carer				

Appendix A

Legislation/ documentation/ sources

Legislation:

- *Education Act 2011*
- *Every Child Matters 2004*
- *Education and Inspections Act 2006*
- *Equalities and Discrimination Legislation*

Guidance:

- *DCSF "Safe to Learn"*
- *DCSF "Bullying: Charter for Action"*
- *Healthy Schools "Anti-Bullying Guidance"*
- *National Strategies: Behaviour and Attendance / SEAL*
- *Preventing and Tackling Bullying: Advice for Headteachers, Staff and Governing Bodies (March 2014)*

Ofsted (changes from September 2009):

- *Framework*
- *Schedule for Evaluation Judgements*

Copies of all these documents can be obtained in school.

Appendix B

