

TENBURY PRIMARY ACADEMY ANTI-BULLYING POLICY



'Therefore encourage one another and build each other up.'
Thessalonians 5:11

Introduction

All children have the right to an education which offers them the best opportunities to work hard, be happy and to make good progress. We recognise that all children have the right to feel safe and secure, and that all staff are here to create the appropriate environment for this to happen.

As a Church of England school, our policy is informed by Christian values, which underpin every aspect of school life and is to be understood in the context of the school's Behaviour Policy.

Bullying is wrong and therefore unacceptable. We do all we can to prevent it, by developing a school ethos in which positive attitudes, behaviours and relationships are taught and encouraged.

The school will not apply the label 'bully' to anyone and will refer to 'bullying behaviour'.

N.B. Where the word 'parents' is used, this refers to all adults with parental responsibility for the child.

Aims

- To sit alongside our Behaviour policy, built on a Christian understanding of how we should respect and care for each other.
- To assist in creating an ethos in which attending Tenbury Primary Academy is a positive experience for all members of our community
- To raise awareness of the nature and the impact of bullying
- To make it clear that all forms of bullying are unacceptable at Tenbury Primary Academy
- To promote a consistent approach towards identifying, challenging and responding to bullying

- To promote a culture of openness to enable the existence of bullying to be acknowledged
- To promote the understanding that the management of bullying is the responsibility of us all
- To listen to children and to take seriously what they tell us about bullying
- To ensure children and young people are aware that any concerns they have about bullying will be dealt with sensitively and effectively
- To liaise with parents and other appropriate members of the school community

What is bullying?

Bullying can be described as "behaviour by an individual or group, repeated over time, which deliberately hurts another individual or group, either physically or emotionally".

Bullying can take many different forms and is behaviour that intentionally and persistently causes distress to others. It may include one or more of the following:

PHYSICAL BULLYING e.g. hitting; pushing; kicking; tripping; spitting; hair pulling; throwing things; interfering with another's property by stealing / hiding / damaging / intruding upon it; - extortion / threatening demands for money or other items - writing or drawing offensive notes / graffiti about another	VERBAL BULLYING e.g. name calling; insulting or offensive remarks; accusing; taunting; put downs - ridiculing another's appearance/way of speaking/disability/personal mannerisms/race/colour/religion; - humiliating another publicly - spreading malicious or nasty rumours; threatening; intimidation; mocking; sarcasm
EMOTIONAL BULLYING e.g. excluding/shunning others from group activity/social setting or play; - belittling another's abilities or achievements; - menacing looks/stares; - rude signs or gestures	CYBER BULLYING e.g. misuse of e-mails, images, text, blogs, tweets, forums and chat rooms to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - misuse of mobile phones by text messaging /calls or images - again to hurt /embarrass /demean /harass /provoke or humiliate another using perceived anonymity - unauthorised publication or manipulation of private information; impersonation

BUT it is NOT bullying when friends fall out, or when two children of approximately the same age and strength have the occasional fight or quarrel. Bullying is over and over again on purpose to deliberately hurt an individual.

Identifying Bullying

Children who are being bullied may not always be prepared to tell someone. It is therefore important that members of staff, parents and others who deal with the children are observant and alert for signs of bullying.

These might include:-

- Unwillingness to come to school
- Withdrawn, isolated behaviour
- Avoidance, hanging back from playground or staying late at school.
- Complaining about missing possessions
- Refusal to talk about the problem
- Being easily distressed - signs may include nail biting / flinching / jumpiness / forgetfulness / distractibility.
- Impulsive hitting out / out of character temper, flare up or restlessness / sudden aggressiveness.
- Stresses manifested at home - bed wetting / insomnia / nightmares / restlessness and irritability.
- Reluctance to sit beside or near certain pupils / hesitant to walk home.

(N.B these behaviours may be symptomatic of other problems - bullying may be one reason)

Child on child abuse

We recognise that children may be vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful

behaviour. Such abuse will not be tolerated or passed off as 'part of growing up' or 'banter'.

Tenbury CE Primary Academy also acknowledges that children who are LGBTQ+ may be targeted. Homophobia, biphobia, and transphobia are not phobias, they are not fears; they are forms of discrimination of, or hate towards LGBTQ+ people or those perceived to be LGBTQ+, which will not be tolerated.

There are also separate child protection procedures which are relevant when the bullying is particularly serious.

Practice and Procedures

Strategies to prevent or reduce bullying

Everyone involved in the life of Tenbury Primary Academy must take responsibility for promoting a common anti-bullying approach and foster an understanding that bullying in any form is not acceptable. This is done by:

- Promoting the school ethos at all times
- Being supportive of each other
- Developing an awareness of rights and responsibilities.
- Recognising and rewarding good behaviour.
- Providing positive role models
- Conveying a clear understanding that we disapprove of unacceptable behaviour
- Work in school including: assemblies addressing bullying and providing anti-bullying strategies, circle time, PSHE work etc.
- Vigilant supervision – playground / general school environment.
- Consultation with School Council.
- Promotion of playground friends
- Questionnaires.
- Good parental communication.
- Awareness raising eg, parent workshops, class information meetings, School Policies, newsletters, website etc.
- Awareness of national Anti-Bullying Week (in November each year).
- Use of outside agencies -eg. NSPCC, Childline,
- Staff training / effective communication.
- Working together to implement this policy.

All members of Tenbury Primary Academy community are expected to report incidents of bullying.

PROCEDURES FOR DEALING WITH BULLYING

When dealing with bullying behaviour the school will aim to:

1. Stop the bullying behaviour.
2. Protect and support the bullied pupil.
3. Change the attitude and behaviour of the person showing the bullying behaviour.

Every child can make mistakes and can behave in ways that are hurtful to others. In most cases a quiet word and an explanation of how others feel is sufficient to make a difference. Children can and do learn over time how to care for themselves and for others. We believe that learning from mistakes and being genuinely sorry for them is part of growing up to be a socially well adjusted person. We believe much can be achieved by talking with the perpetrator and the victim to achieve a resolution and reconciliation. In some cases, however, talking things through will not make enough of a difference and in these cases we reserve the right to apply a range of sanctions.

At Tenbury Primary if any type of bullying is highlighted, the following strategies are implemented by staff, generally in two stages depending on the severity of the incident:

STAGE 1

All staff will:

- Listen to concerns when reported.
- Identify those involved in the bullying incident.
- Give each pupil the opportunity to talk, focusing the discussion on finding a solution and stopping the bullying behaviour from recurring.
- Remain neutral and avoid direct, closed questions.
- Help the pupils to find their own solution to their personal disagreement and discuss how their proposals will be put into action.
- Inform other appropriate members of staff i.e. class teacher, Deputy Head, Headteacher. Incidents will be recorded on our

electronic Myconcern system as appropriate ie. if significant/repeated/or serious one-off incident

- Hold a follow-up meeting/discussion if possible to find out whether the solution has been effective or not.

STAGE 2

If the problem is not resolved staff will:

1. Implement procedures within the hierarchy of sanctions as in the school's Behaviour policy.
2. Record details as appropriate on MyConcern
3. Contact parents if necessary at any stage of the procedures, depending on the seriousness of the bullying e.g. phone call, letter or request a meeting with the Headteacher.

We expect to support all involved at the earliest opportunity by:-

- Talking the incident through with all parties involved
- Supporting the person who has been bullied to express their feelings
- Supporting the person displaying the bullying behaviour to express their feelings
- Discussing which rule(s) have been broken
- Discussing strategies for making amends

Measures are in line with the school's behaviour policy and may include:-

- Explanation why the inappropriate behaviour is unacceptable
- Reparation of damaged relationships
- Time away from an activity
- Detention during lunchtime
- Meeting with staff, parent and child
- Missing another activity
- Time out from the classroom
- Formal letter from the Headteacher expressing concerns
- Pastoral support plan / Behaviour target card
- Fixed-term suspension

The table at the end of the document indicates the steps taken in an incident of bullying, appropriate to the seriousness of the incident.

Responsibilities

The Role of the Headteacher:

The Headteacher is responsible for creating an environment of security and trust in which a child feels free to speak to any adult in school about a situation which is concerning them.

The Headteacher will listen to any concerns about bullying and investigate them carefully and, if necessary, over time. The Headteacher will feedback to parents as appropriate and definitely if bullying is deemed to be happening.

It is the responsibility of the Headteacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour at our school.

The Headteacher takes responsibility for ensuring that the incident is properly recorded and that the record is updated as necessary throughout an investigation.

Parents of all children involved are informed of what has happened, and how it has been dealt with. All discussions and actions relating to the incident/investigation are documented and added to the incident chronology on MyConcern.

It is the role of the Headteacher to keep the Governing Body well informed regarding issues concerning behaviour management.

The Role of Staff (teaching and non-teaching):

All staff have a vital role to play as they are at the forefront of behaviour management and supporting children's sense of well-being. They have the closest knowledge of the children in their care, and should build up a relationship involving mutual support, trust and respect. The whole atmosphere, ethos and discipline of the school should make it absolutely clear that bullying is completely unacceptable and will not be tolerated. Every child is important and valued and should be treated with courtesy and respect at all times.

All staff will:

- Provide children with a framework of behaviour including rules which support the whole school policy
- Emphasise and behave in a respectful and caring manner to children and colleagues, to set a good tone and help create a positive atmosphere
- Raise awareness of bullying through activities, stories, role-play, collective worship, discussion, peer support, school council, PSHE etc
- Give pupils advice on what to do if they are being bullied or if they observe someone being bullied.

The Role of Parents:

Parents should encourage their child to say immediately to an adult in school if someone is hurting them either physically or emotionally.

Parents who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact the class teacher or Headteacher immediately.

Parents have a responsibility to know and support the school's Behaviour and Anti-Bullying Policies and to actively encourage their child to be a positive member of the school.

The Role of Governors :

Governors have a duty to:-

- Be fully informed on matters concerning anti-bullying
- Regularly monitor incident reports and actions taken and be aware of the effectiveness of this policy

Review and monitoring

This policy has been circulated to all staff and is available for parents on the website or as a hard copy from the school office.

Child - friendly Anti-Bullying posters are created annually by our Pupil Safety Committee and circulated to younger pupils.

The policy has the full support of the Governing Body and will be reviewed every two years by all stakeholders involved.

Reviewed by the Governing Body - 24.09.2026

Next review date - September 2028.

Links - with other policies:-

- Behaviour Policy
- PSHE
- SEND and Inclusion
- Safeguarding
- Child on Child Abuse

Useful websites:-

www.thinkuknow.co.uk

www.bullying.co.uk

www.childline.org.uk

www.anti-bullyingalliance.org.uk

Dealing with Bullying Incidents

Stages Available	Definition	Options of action available to School after outcome of investigation
Stage 1	Minor incident	Child given an informal warning about their behaviour by their class teacher. The Class teacher may impose minor sanctions, such as requiring the perpetrator to work alone within the classroom for a period of time.
Stage 2	Repeat of incident or incident considered serious	Headteacher informed. Once incident has been confirmed as serious the parents of the victim and perpetrator will be informed and provided with a copy of the anti-bullying policy. Sanctions at this stage could include a detention, the perpetrator being removed from class on a temporary basis and either being sent to work in another classroom or to work alone (under the supervision of the Headteacher). Other sanctions could include the loss of part or all of a break time. The perpetrator will be given a formal verbal warning by the Headteacher using language appropriate to the age of the child.
Stage 3	Bullying reoccurs shortly after the previous reported episode/incident. (Typically within 3 months)	Parents of perpetrator requested to attend meeting to discuss perpetrators behaviour to ascertain whether other external issues are a factor and what potential support options are available, either from school or from external support agencies.
Stage 4	No change in child's behaviour after warnings	Parents of perpetrator invited to a formal meeting, with perpetrator present if appropriate. The parents will be provided with a follow up warning in writing to state that

		bullying by their child cannot continue. The parents will be advised that the school will consider exclusion options should there be any further reoccurrence
Stage 5	Very serious incident	Fixed term suspension - This can be up to 5 days but would normally be less time than this on the first occasion. The parents of the perpetrator have no right of appeal against a fixed term suspension but do have the option of writing to the governing body to express their point of view. At end of a fixed term suspension a 'reintegration meeting' is held between the school, the perpetrator and their parents. The aim of this meeting is to move forward in a positive manner but also to make it clear that further suspensions will occur should the bullying continue.
Stage 6	Final Warning (at end of this stage)	Longer fixed term suspensions of more than 5 days. If this stage is reached then all actions possible must be taken to avoid reaching the final stage. This could include the involvement of outside agencies to work with the perpetrator and/or victim and their families if appropriate.
Stage 7	Permanent Exclusion	In spite of all possible solutions being tried, as described above, PERMANENT EXCLUSION is the final sanction available. In the case of this taking place the parents of the perpetrator have the right to appeal to the governing body against this decision.