



ANTI-BULLYING POLICY

Named Governor - Mrs Michelle Fernandez

Named Teacher - Mrs Helen McNally

Introduction

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

Our Vision

Tow Law Millennium Primary School is a nurturing and happy community; where children are supported to achieve their dreams.

Children learn best when they are happy. As well as academic subjects, it is important that our children learn to behave well towards each other. We encourage co-operative behaviour. Children are encouraged to be helpful, kind, caring and respectful to their peers and teachers. The school has a reward system where children receive Dojo Points. These are collected each week, with rewards given for different amounts. Stickers are also awarded to provide recognition of positive behaviour.

Bullying is wrong and damages individual children. We therefore do all we can to prevent it through developing a positive ethos across the school, through a variety of lessons, activities, assemblies and by working with the Wellbeing Champions and School Council.

This policy, with our Behaviour Policy, aims to produce a consistent school response to any bullying incidents that may occur. Other policies linked to the anti-bullying policy include: Child Protection and Safeguarding, Equality and Inclusion and Acceptable Use.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regards to the eradication of bullying on our school. We at Tow Law Millennium Primary School value the views of all stakeholders and staff, governors, parents and children have all been involved in the production of this policy.

Anti-Bullying Policy Guidelines

1. Introduction

Bullying is a problem for everyone. The victims of bullying are not the only ones damaged by bullying. Those who watch and are aware of bullying are also harmed. Organisations that put up with bullying do not work as well as they could and people within such organisations are often unhappy. Bullying can take many forms: physical, verbal, emotional and many different forms of electronic aggression (cyberbullying).

It is important that every organisation has guidelines which clearly lay out how bullying will be dealt with.

We know from experience that children and young people who are being bullied often find it difficult to tell someone. Part of this difficulty can stem from their uncertainty about what will happen if they **do** tell. By making available clear guidelines, we can go some way to overcoming this difficulty.

These guidelines are based upon three important points:

- We cannot expect children and young people to draw attention to bullying when it happens – the adults must accept responsibility and take steps to make sure that they are aware of what is happening.
- It is up to **all** adults within an organisation to take bullying seriously, and to do something about it.
- Adults must be a positive role model in the way they treat other adults, or children and young people. Their own behaviour must not be seen to encourage bullying.

2. Signs of Bullying

The behaviour of children, young people and adults is not always easily understood. Changes in behaviour may have many causes. Being bullied can be one reason why a child or young person's behaviour changes.

There is a need to be alert to the possibility that bullying is occurring. These are some signs which need to be investigated sensitively: -

The child or young person may:

- Become withdrawn, clingy, moody, aggressive, uncooperative or non-communicative.
- Behave in immature ways, e.g. revert to thumb sucking or tantrums.
- Have sleep or appetite problems.
- Have more difficulty in concentrating.
- Show variation in performance.
- Have cuts, bruises or aches and pains without adequate explanation.
- Request extra money or start stealing.
- Have clothes or possessions which are damaged or lost.
- Complain of illness more frequently.
- Show a marked change in a well-established pattern of behaviour, ie:
 - A sudden loss of interest in a previously favoured activity
 - Changing times of coming to and going from the house
 - A reluctance to (or no longer wishing to) leave the home
 - A request to change school, youth club, etc.
 - A refusal to return to a place or activity

SOME VICTIMS OF BULLYING DO NOT APPEAR TO REVEAL ANY OUTWARD SIGNS

THESE SIGNS CAN ALSO BE AN INDICATION OF OTHER PROBLEMS AND MAY NOT ALWAYS BE LINKED TO BULLYING

3. Types of bullying

A wide range of behaviours have been reported as bullying, including theft. Defining an act as bullying depends on it being intentional, persistent, involving an imbalance of power and because of the negative effect on the victim.

- Name calling
- Physical bullying
- Social isolation
- Homophobic bullying
- Bi phobic bullying
- Transphobic bullying
- Online bullying
- Racist bullying - This is one area where schools are required to keep statistics about incidents. It is bullying directed at individuals of a certain race, culture or group.
- Upskirting. The practice typically involves taking a picture under a person's clothing without them knowing,

4. Sexting

Sexting is considered to be 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. However, when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images. It is important that everyone remembers and understands that creating and sharing sexual photos and videos of under-18s is illegal.

5. Reporting and recording of incidents

Any child in school can report bullying in a variety of ways:

- Tell a Wellbeing Champion.
- Use the anti-bullying incident report sheet.
- Staff will log all incidents on CPOMs

Any parent has the right to report bullying:

Parents who are concerned that their child might be being bullied, or who suspect that their child may be perpetrator of bullying, should contact their child's class teacher immediately. The school operates an open-door policy where parents are encouraged to express their concerns not only about bullying but other areas as well.

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

6. Prevention of bullying

We have a group entitled 'Well Being Champions' which includes one child from each year group: 1 to 6. Children are elected annually through a democratic voting process. Our Wellbeing Champions are very prominent around school because they wear purple Wellbeing Champion jumpers. They have regular meetings with Mrs Clark.

Anti-bullying prevention is embedded across the curriculum (through our PSHE/RSHE curriculum) and all aspects of school life. We participate in anti-bullying week every November. Our children's leadership teams play a key part in ensuring anti-bullying prevention is carried out across the school day. Children are also taught about online safety through the Computing curriculum, which supports online bullying prevention.

Staff receive regular training to support anti-bullying prevention. During weekly staff meetings, there are two standard agenda items: Safeguarding and Health and Safety. Both of these items allow the whole staff to address any current issues. This allows us opportunities to discuss sensitive and individual circumstances. Our Safeguarding lead, Miss Mawson, works with our Class Teachers and informs them of any issues on a need to know basis.

7. Responding to incidents of bullying

Children and Young People have the right to be safe. All staff have a responsibility to keep them safe.

It is the responsibility of all staff to ensure that the Anti-Bullying Policy is effective. All staff are aware of the need to raise anti-bullying issues regularly.

It is also important to mention that bullying may not just be towards children, it may be bullying of and by school staff whether by pupils, parents or staff. All staff have signed to say that they understand and agree to follow the Code of Conduct.

The following actions may be taken to ensure that awareness of bullying is raised within an organisation: -

- Mrs McNally is the named member of staff to be responsible for co-ordinating anti-bullying issues.
- Develop an Anti-Bullying Policy with representative young people.
- Review the Anti-Bullying Policy at least annually through the School Council and Wellbeing Champions.
- Keep staff and young people informed of developments on bullying issues by posters, leaflets, white-boards and in schools, assemblies and PSHE lessons.
- Specify clearly those types of behaviour that are considered to be bullying and therefore unacceptable.
- Positively encourage co-operative behaviour.
- Reward non-aggressive behaviour.
- Provide support to victims of bullying
- Provide support to those alleged to be bullying
- Make it possible for children and young people to voice their concerns anonymously e.g. a post box for anonymous comments, or notes.
- Provide staff training about bullying.
- Review arrangements for supervising young people, particularly if areas where bullying occurs regularly are identified.
- Maintain supervision in “trouble spots” in the physical environment.
- Make the environment attractive and “owned” by the young people.

Immediate Action for Staff

ENSURE THAT BULLYING INCIDENTS ARE DEALT WITH PROMPTLY

The following actions are appropriate for use with **both** children and young people who are bullied and those who are involved in bullying.

- Ensure the immediate safety and wellbeing of children and young people
- Protect and support all parties while the issues are resolved
- Take the necessary steps to stop the bullying
- Listen to and treat children and young people sympathetically and take their concerns seriously

- Encourage children and young people to discuss the incidents of bullying
- Involve children and young people in the discussion about what action will be taken
- Consider a range of strategies to ensure that bullying does not occur again
- Record incidents and actions being taken and bring them to the attention of the named person
- Inform parents and discuss the situation with them calmly
- Maintain contact and work with parents
- Respond calmly and consistently
- Discuss issues during assemblies/circle time.

All aspects of the anti-bullying policy are linked to the Behaviour Policy which is also reviewed annually.

LISTEN, TAKE ACTION, RECORD AND FOLLOW UP

8. Monitoring and review

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request.

This Anti-Bullying Policy is the governors' responsibility, and they review its effectiveness annually. The Chair of Governors does this through discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

The whole school community are consulted on whether or not the strategy is effective through the annual questionnaire for pupils and parents. Results from the questionnaires are analysed by the governors and results are reported to parents via a newsletter. Any issues are addressed through the Buddy group and Safeguarding group which meets termly.

9. Roles and responsibilities

The Role of Governors

The Governing Body supports the Headteacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the Governing Body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The Governing Body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy on a regular basis. The governors require the Headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The Governing Body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the Governing Body notifies the Headteacher and asks him/her to conduct an investigation into the case and to report back to the named governor Mrs Michelle Fernandez.

The Role of the Headteacher

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 reports to the Governing Body about the effectiveness of the Anti-Bullying Policy on request. The Headteacher also reports to the Governing Body any reported incidents of bullying.

The Headteacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school. The Headteacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Headteacher may decide to use an assembly as

a forum in which to discuss with other children why this behaviour was wrong, and the consequences.

The Headteacher ensures all staff receive sufficient training to be equipped to deal with all incidents of bullying.

The Headteacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

10. Full participation

All members of the school community are involved in the process of monitoring anti-bullying through the use of annual questionnaires. Results from these questionnaires are analysed by Governors.

The school became a Gold member for Investing in Children in summer 2021 (for ten years of accreditation) and were reaccredited in autumn 2025. We were also awarded the WAS in December 2021 and were reassessed in summer 2025, receiving the award for a further three years.

Date completed 24/8/2026

Date to be reviewed July 2027