



Thornhill Primary School

Anti-Bullying Policy



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Approved By: LGC

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Thornhill Primary School Anti-Bullying Policy

Purpose and Intent

We aim to offer a positive, supportive and safe learning environment for our community where all members have the equal right to be treated with respect and be safe from bullying, harm and abuse.

Any form of bullying is not acceptable. If bullying is found to have occurred, all members of the school community should be able to tell a member of staff and to have the trust that incidents will be dealt with promptly and effectively. All members of staff are required to listen and respond when a bullying concern or safety concern is raised. We will ensure that the victims of bullying are supported and looked after.

Aims

The aim of this policy is to ensure that all members of the school community:

- Have an understanding of what constitutes 'bullying'.
- Understand the school policy on bullying and what to do if they are either the victim of, or a witness to bullying.
- Know that we take bullying seriously. Pupils and parents should be assured that they will be supported when bullying is reported. Bullying will not be tolerated.

What is Bullying?

Bullying is one of the sub-categories of Child-on-Child abuse and can be defined 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 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)

In short, bullying is deliberately hurtful behaviour, which is unprovoked, repeated over a period of time, involves an imbalance of power and is in situations that make it very difficult for the victims to defend themselves.

Bullying is not to be confused with friendship conflicts and/or singular incidents. Please see the table below for when bullying is considered to be happening:

Bullying	Relational Conflict/Falling out
Repeated, hurtful behaviour	Happens occasionally
Deliberate or intentional behaviour that causes physical or emotional harm	Accidental
Imbalance of power	Equal power
No remorse	Remorseful
Unprovoked	Provoked
No effort to solve the problem	Effort to solve the problem

Bullying can take the form of:

- **Emotional** - tormenting, unfriendly, excluding others.
- **Physical** - use of physical violence (pushing, punching, kicking etc.)
- **Racist** - racial taunts/terms or gestures.
- **Sexual** - unwanted physical contact or sexually abusive comments.
- **Homophobic** - focussing on the issue of sexuality.
- **Verbal** - name calling, rumours, teasing, verbal threats.
- **Cyber** - online (threats over messaging services, abusive comments towards children or staff on social media).

How Thornhill Primary School will deal with bullying:

As a school, we will:

- Make sure that we promote each and every child's right to be safe and happy and the right to learn (in line with the behaviour policy).
- Ensure that the whole school community understands what bullying is, what bullying is, and the roles of victims and bystanders.
- Make sure that a zero-tolerance approach is grown around bullying.
- Encourage children to report incidents to all staff members
- Take incidents seriously, investigating fully and acting upon issues fairly.

Consequences for bullying

- All teachers, pastoral team and Senior Leadership Team are available to ensure that bullying allegations are taken seriously, and to ensure that the victim is appropriately supported.
- Punishing bullies does not end bullying. It is the bullying behaviour that is not acceptable, not the bully themselves.
- Bullies will be dealt with in line with the school's behaviour policy.
- All actions of a bullying nature will be communicated with parents.

**Initial investigation into a hurtful incident or
allegation of bullying**

Form completed by: Name: _____ Role: _____

Name and role of individual/s making the allegation:

Form of referral *for e.g. verbal report, letter, e-mail, phone call:*

Details gathered to date *(include the focus of the bullying/hurtful behaviour)*

Action taken to date:

In dealing with behaviour and bullying, it is important to understand the difference between rough play, a genuine accident, an angry remark and bullying. The table below, based on Portsmouth Anti-Bullying Guidance, January 2016, provides a helpful distinction between bullying and what is referred to as relational conflict.

Bullying	Relational Conflict/Falling out
Repeated, hurtful behaviour	Happens occasionally
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Incident was bullying because:

Please highlight appropriate sentences:

1. Hurt has been deliberately/knowingly caused (physically or emotionally)
2. It is a repeated incident or experience e.g. multiple incidents, cyber-bullying or the involvement of a group
3. It involves an imbalance of power:
 - a. target feels s/he cannot defend her/himself, or
 - b. perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

Incident was not bullying on this occasion because it was:

Please highlight appropriate sentences

1. The first hurtful incident between these children
2. Teasing between friends without intention to cause hurt (should not happen again)
3. Falling out between friends after a quarrel, disagreement or misunderstanding
4. Conflict that got out of hand (should not happen again)
5. Activities that all parties have consented to and enjoyed (check for subtle coercion)
 - a. got out of hand
 - b. parental concern
6. Other. Please describe.

Resolution process agreed:

Support needed for the hurt party:

Support and/or sanction for those causing hurt or offence:

Signed (parent):

Date:

Signed (school):

Date: