



Anti-Bullying Policy

Date Adopted by the Governing Body: November 2023

Review date: November 2025

Anti-Bullying

It is the aim of the School Behaviour & Discipline policy to help create a positive, supportive atmosphere based on shared values and a sense of community which discourages bullying.

In generic terms and stated in the [DfE document 'Preventing and Tackling Bullying'](#) the aims and objective of anti-bullying is to develop and maintain;

- A culture of respect where difference is valued
- A system of support for children/young people who have been bullied
- A system of clear, fair and consistent responses to incidences of bullying

Bullying affects everyone, not just the bullies and the person being bullied. It affects those who watch and less aggressive pupils can be drawn in by group pressure. Bullying of whatever kind is unacceptable and this school will teach children what bullying is, how it affects them and what they can do if someone is bullying them or others.

It must be clearly understood by everyone that it is wrong and will not be tolerated in this school. It will be reported to the Head teacher, and subsequently to the Governing Body.

Staff should be vigilant to the signs of bullying and harassment and they must take seriously any complaint of bullying. If a member of staff has concerns about bullying or a parent/carer informs them of any it must be reported to the head teacher and the form in Annex A must be completed so a record is kept. The complaint will be investigated and dealt with firmly, fairly and promptly.

We aim to prevent bullying by:

- delivery of a curriculum that encourages positive behaviour, relationships and interactions
- celebrating diversity
- Relational practice
- modelling of appropriate respectful behaviour by staff and pupils and other members of the school community
- a supportive ethos

Bullying can take many forms. It is the persistent, willful and conscious desire to hurt, threaten and frighten another which occurs frequently over time. Below are the main categories of bullying:

- Physical bullying
- Verbal bullying



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- Psychological
- Cyber bullying (eg. By mobile phone, e-mail, internet)
- Exclusion bullying
- Extortion
- Damage and theft
- Hiding things
- Spoiling things

As a school, we will:

- Investigate any suspicion of, or reported, bullying
- Support children who are being bullied
- Put sanctions into place for those perpetrators of bullying behaviour.
- Help the perpetrators to change their behaviour
- Use peer group pressure to actively discourage bullying
- Break up bully groups where it seems necessary
- Inform and include the parents of all those involved
- Teach the children about what is bullying and what they can do about it
- Inform parents of our approach
- Help children develop positive strategies and assertiveness
- Record incidents of bullying so that they can be monitored
- Involve other agencies, eg Education Psychologist when necessary

It is everyone's responsibility to try to prevent bullying from happening.

Bullying Outside School Premises

Head teachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff (*this legislation does not apply to independent schools*). This can relate to any bullying incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre. Where bullying outside school is reported to school staff, it should be investigated and acted on. The head teacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.

Cyber-Bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying which can happen 24/7, with a potentially bigger audience, and more accessories as people forward on content at a click. At Upton Infant School we will investigate and deal with any allegations of cyber bullying.

Reporting and Evaluating Incidents of Bullying (See Annex A)



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Our school has a clear system for gathering information about what is happening in school. The Head Teacher will investigate any incidents of bullying, the outcomes and ensure there is a paper trail.

Our school will track the outcomes of individual incidents of bullying. Our school will monitor the progress we are making with dealing with any incidents of bullying and success is likely to be measured by the satisfaction shown by children and parent/carers and not necessarily via a reduction in reported incidents.

Safeguarding Children and Young People

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.



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Annex A - Anti Bullying

Bullying Related Incident Report

Date:		Class:	
Name:		Staff Reporting	
Type of Bullying	Other Children Involved	Frequency	
Verbal Excluding from play Physical Race Homophobic SEN Religion/belief Outside of School		More than once a day Daily Few times a week Weekly	
When did this start happening?	What has the parent/carer told the child to do?	What does the parent/carer expect to happen now?	
Initial Action: Date:	Follow up action: Date:	Review Date:	

Signed Head Teacher		
Date:		

Dear

In light of the situation with I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one)				
1	2	3	4	5
(Not easy)				(Very easy)
Comment if we could improve what we did:				

How satisfied were you with how the school responded at the time.				
1	2	3	4	5
(Not satisfied)				(Very satisfied)
Comment if we could improve what we did:				

How satisfied were you with the intervention put in place following the incident				
1	2	3	4	5
(Not satisfied)				(Very satisfied)
Comment if we could improve what we did:				

Thank you for your help in completing this. We will use this information to think about what we do to tackle bullying and make Upton Infants school one where pupils and parents are confident that we review our systems to ensure we support children. Please make any additional comments on the back of this form

Yours sincerely
Duncan Churchill
Head teacher

This school is currently reviewing its response to bullying. I am writing to seek your views on how well the school dealt with the problem. We will use this information confidentially within the school to inform our review of policy and practice. The individual details will not have any wider use unless we ask, and you give, your specific permission.

How easy was it for you to report the bullying? (circle one) 1 (Not easy) 2 3 4 5 (Very easy) Comment if we could improve what we did:				
How satisfied were you with how the school responded at the time. 1 (Not satisfied) 2 3 4 5 (Very satisfied) Comment if we could improve what we did:				
How satisfied were you with the intervention put in place following the incident 1 (Not satisfied) 2 3 4 5 (Very satisfied) Comment if we could improve what we did:				

Yours sincerely

Duncan Churchill
Head teacher