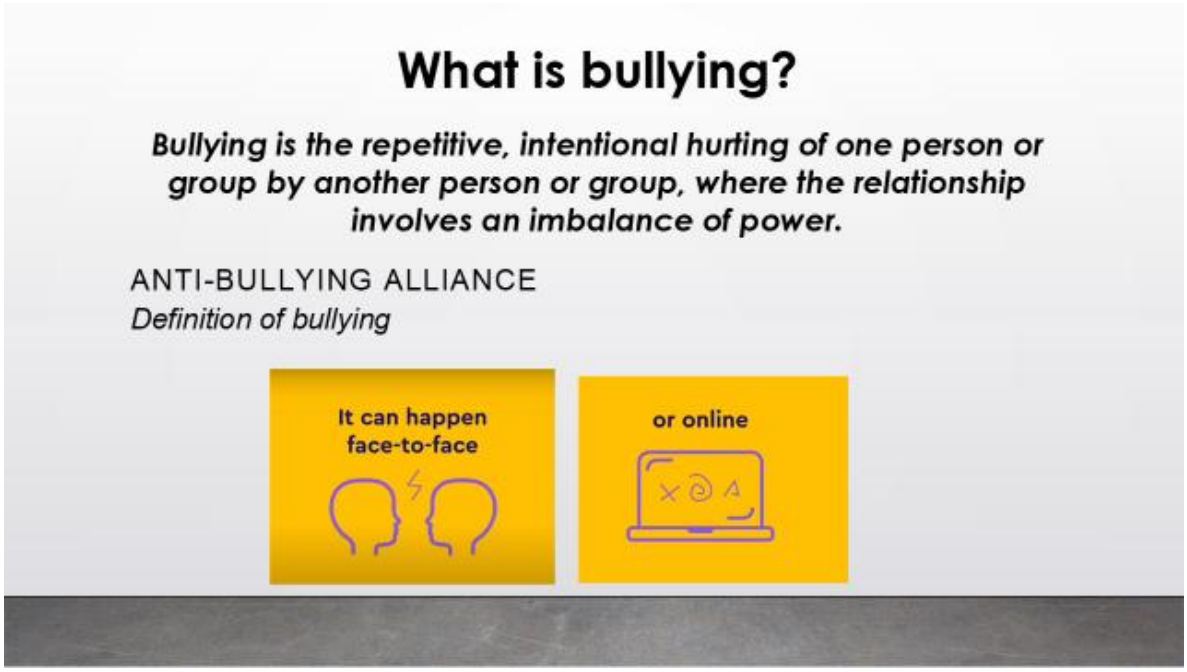
Anti-Bullying Policy

Autumn 2026

To be reviewed October 2027

Definition



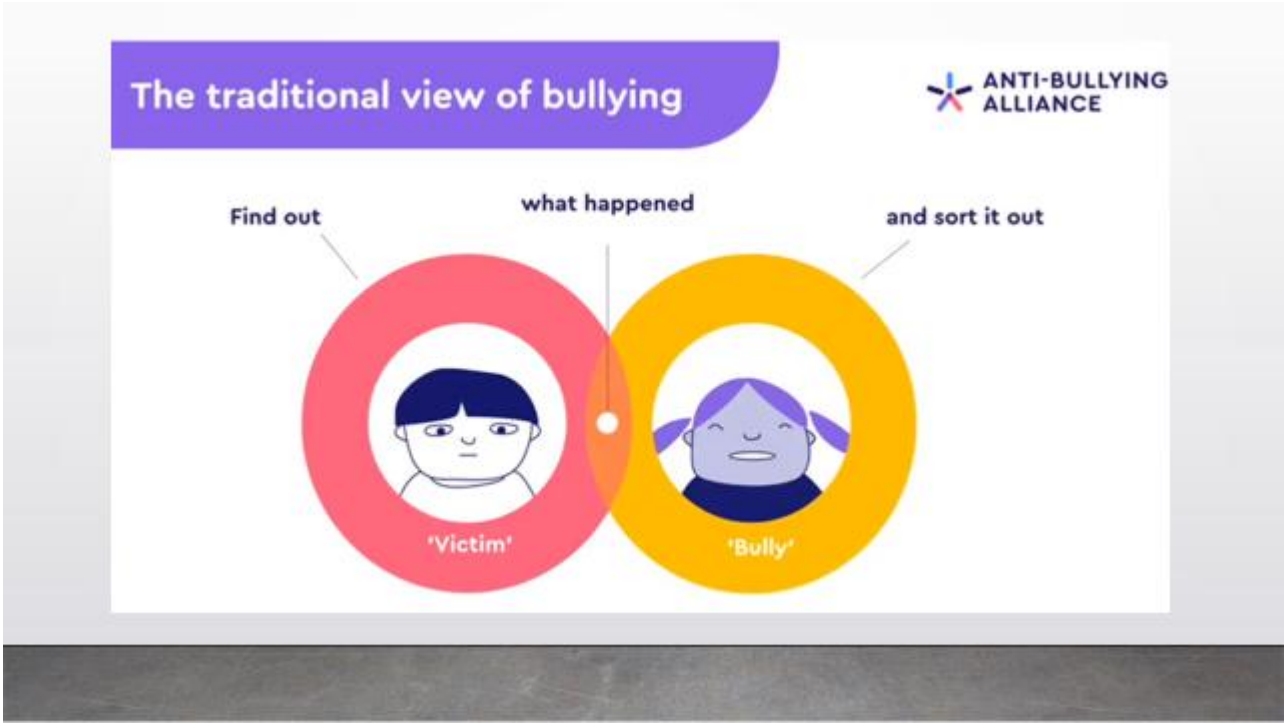
From this starting point we can then develop further understanding and discuss strategies for all those involved.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Children need to be familiar with the terminology and through exploring scenarios know what they mean and how they may apply to themselves as a victim or perpetrator.

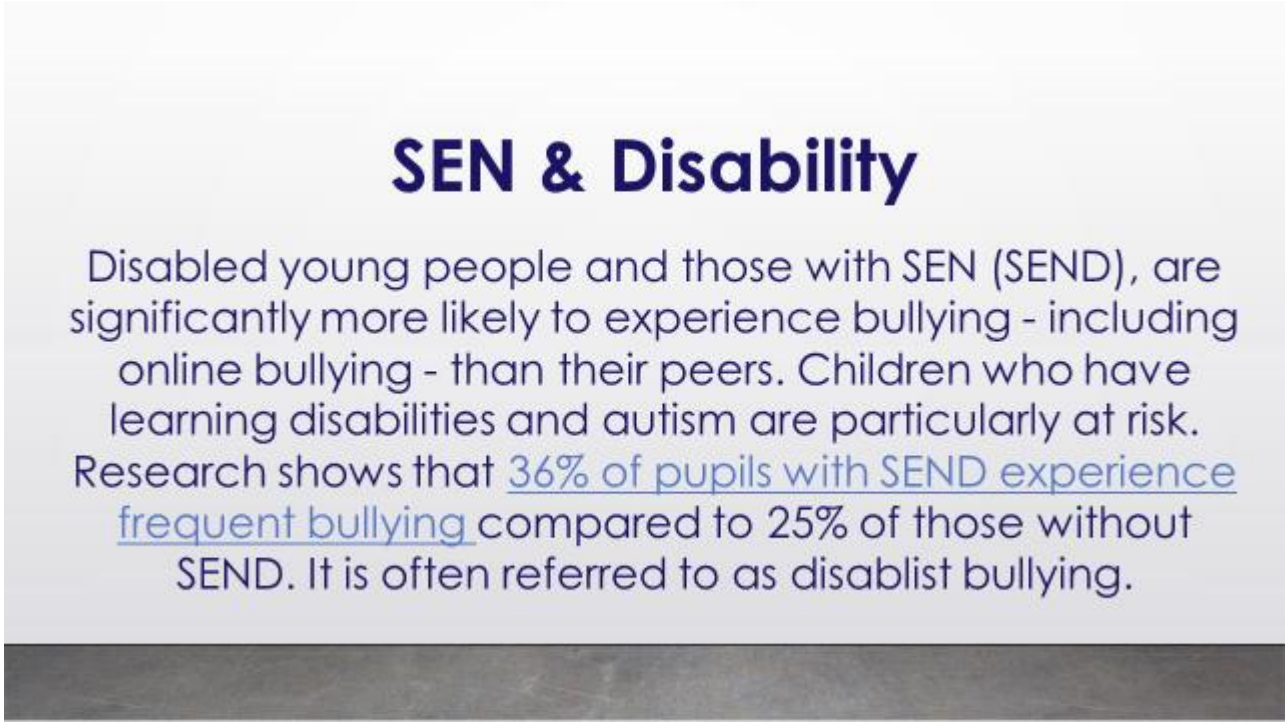
Staff, parents and children at Yarm Primary work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical or indirect, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying andto give time and commitment to dealing with any incidents quickly and effectively.
Research has shown, repeatedly, that the extent of bullying in schools is greatlyunderestimated and therefore we as education professionals are dedicated to being vigilant in our school.



Bullying may be brought to the attention of any member of staff by the target, their friends, their parents or other interested people.
Therefore we need to ensure we unpick the complexity, such as discussing the responsibility a by-stander has, or other people who may feel they are on the periphery, and that not being directly involved is not necessarily a defendable choice.

- To provide a safe, caring environment for the whole school community, especially the children in our care.
- To prevent bullying by discussing and celebrating differences with pupils
- To instill in children that bullying is unacceptable and that reports of bullying will be taken seriously and acted up
- To reassure children that they will be listened to and will know that it is all right to 'tell.'
- To listen to the concerns of parents and keep them informed of actions taken in response.
- A full investigation will follow any report of bullying with records kept of incidents, reports and complaints.
- To take appropriate action, including exclusion in cases of severe bullying.

Reflecting our school context, we are particularly aware of the need for children to understand protected characteristics as specified in the Equality Act; including age, disability, race, religion or belief, sex and sexual orientation; as these are evidenced to be directly linked to increased likelihood of being the victim of bullying.



Strategy for Dealing with Bullying

In dealing with bullying, staff at Yarm Primary follow these fundamental guidelines.

- Never ignore suspected bullying.
- Do not make premature assumptions.
- Provide a variety of effective listening systems, so that all pupils know how to 'tell'. Some of these systems should allow' children to use written notes if they fear reprisals should they speak openly about bullying.
- Listen carefully to all accounts – several pupils with the same version does not mean they are factual.
- Adopt a problem-solving approach that moves pupils forward from self-justification.
- Follow up proven cases to check bullying has not returned.
- Keep records including the use of CPOMS
- Increase opportunities within the curriculum to provide a context for purposeful and effective learning about bullying.
- Engage with organisations such as Anti-Bullying Alliance to provide challenge and support in developing the approach to bullying.

Strategies are introduced to reduce bullying. These strategies cover raising awareness about bullying and the Anti-bullying Policy with pupils, staff, governors and parents and teaching pupils how to manage relationships in a constructive way. There has been a whole school focus on empathy, to support increased understanding of the needs and feelings of others, and the impact we can have on these, positively and negatively.

However, we are aware that as experiences and pressures change in society and through exposure to social media, as a school our work around keeping children safe, emotionally resilient and able to make good relationships needs to be dynamic. We therefore adopt a reflective approach to this work, including around bullying.

STEP 2

Try to stop the situation happening again.

STEP 2

a. Be clear the behaviour is not ok.

b. Look at the whole group behaviour - Could anyone become an upstander? Is anyone encouraging the bullying?

c. Keep checking in even when you think the bullying has stopped.

STEP 3

What can the school do to change?

STEP 3

a. Think about what the incident has taught you. Should you update policies? Provide training? Address an issue with discriminatory language?

b. Can you stop the incident happening to others in the future?

Staff should apply one or more of the strategies below, depending on the perceived *seriousness* of the situation. The emphasis should always be one of showing a caring and listening approach. Involvement of S L T should be secured by reporting the incidents from the start and then as appropriate. All incidents are recorded on CPOMS where details and actions are recorded.

The procedures include:

1. Discuss the nature of the bullying with the 'target', recording all the facts. This will require patience and understanding.
2. Identify the bully/bullies and any witnesses/bystanders.
3. Speak to witnesses in a non-judgmental way.
4. Discuss the incident with the alleged bully. Talk to them clearly about the allegations and ask them to share the facts as they see them about the situation/incident. Make it clear that this is only an investigation at this stage. Refer to the Golden Rules to reinforce why the behaviours would be seen as unacceptable and provide a shared vocabulary.

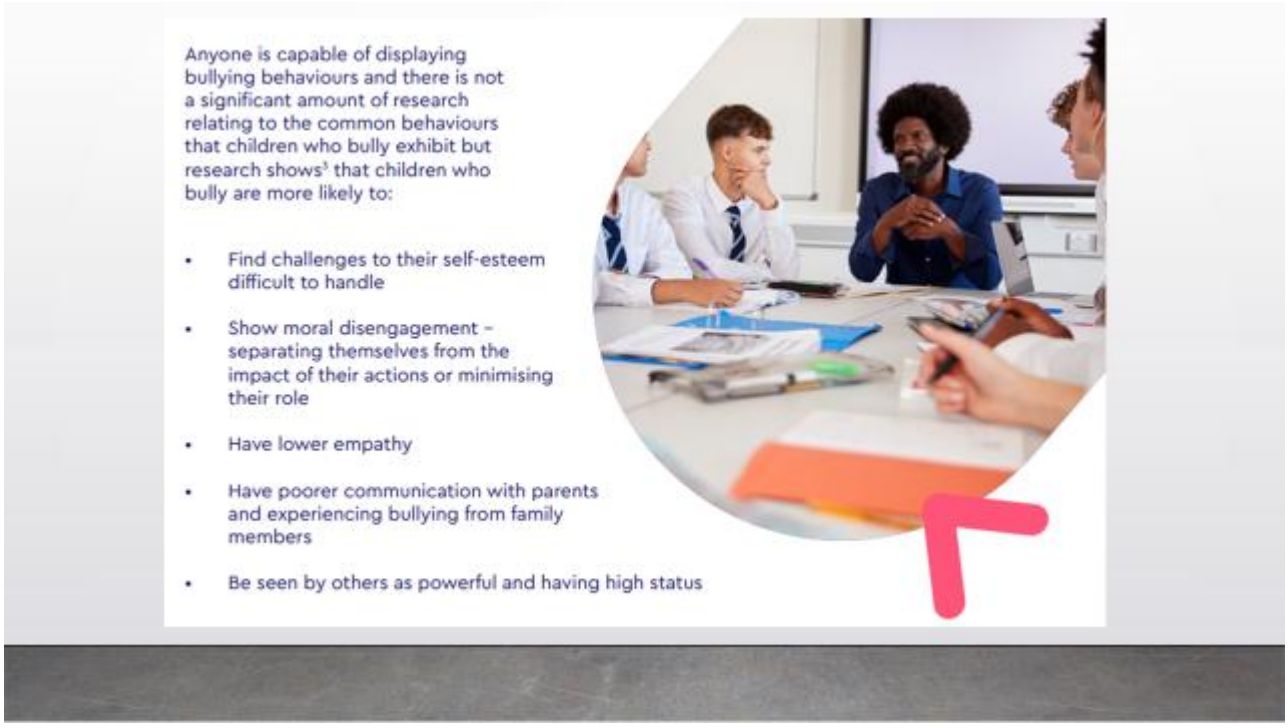
5. If the bully accepts that the behaviour was bullying (within the understood definition), make it understood what effect this can have on the victim and the rest of the children in the class/school. It is also an opportunity to discuss how the bully is jeopardizing their learning and reputation. Apply sanctions relevant to the type of bullying through Golden Time sanctions or 'children beyond' measures.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions. Explore why telling the truth is important – this could be developed through school/year group assembly and Circle Time.
7. Hold separate discussions with parents of bully and victim.
8. Provide pastoral Support work for the victim with class teacher or other trusted adult monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition, and that school feels like a safe place.
9. Do some direct work with the bully. This will include opportunities in Circle Time or groups for the child to discuss relationships, feelings and the effect bullying can have on individuals. A named person should support the child during this work.

As developing and sustaining positive relationships can be a challenge for children across the school, we are aware that our responses need to be within the essence of the policy but also reflect developmental stage, understanding of emotional vocabulary, ability to self-regulate and access a range of social responses.

As each incident of bullying needs to be treated individually, taking into account the specific circumstances and personalities involved, strong, safe relationships across adults and children are essential. At Yarm Primary we see this relational approach as a strength of our school.
In order to reduce incidents of bullying and recognise bullies, at Yarm Primary all staff watch for early signs of distress (or changes in behaviour) in pupils. We make sure that time is made to listen, believe and be seen to be proactive – essential when building a relationship of trust.

As the first 'point of contact' may be another child. All children are encouraged through our Golden Rules and empathy work, to support each other and in an environment of trust and care for the individual, use listening systems to refer any problems to the appropriate adult.

The response to the child who is bullying also needs a bespoke approach:



Bullying beyond the School Premises

School staff members have the power to discipline pupils for inappropriate behaviour outside the school premises. Sections 90 and 91 of the Education and Inspections Act 2006 say that schools' disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances. This may include bullying incidents occurring anywhere off the school premises. Where bullying outside school is reported to school staff, it should be investigated and acted on. The Principal should also consider whether it is appropriate to notify the police or other external agencies.

While school staff members have the power to discipline pupils for bullying that occurs outside school, they can only impose the disciplinary sanction and implement that sanction on the school premises or when the pupil is under the lawful control of school staff, for instance on a school trip.

As one of our key principles, is that behaviour is a form of expression, we always endeavour to unpick any instances of bullying from all perspectives. This includes behaviou rs which happen beyond the school site, or school day

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a medium for 'virtual' bullying, which can occur in or outside of school and can be relentless in its scope and *audience*.

The Education Act 2011 amended the power in the Education Act 1996 to provide that when an electronic device, such as a mobile phone, has been seized by a member of staff who has been formally authorised by the Principal, that staff members can examine data or files, and delete these, where there is good reason to do so. Thispower applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

Our computing curriculum has a focus on e-safety and we support this work with modules through the PSCHE work. Resources from a range of organisations such as child line are shared with parents and children regularly, as we see educating children to use social media safely and appropriately as the relevant focus, rather than discouraging it. When incidences of cyber bullying occur and we can identify the bullies we contact parents and offer support to address it. We may also contact a whole parent cohort if appropriate e.g. if group chats in a year group have been the arena for cyber bullying.

OTHER SITES THAT CAN HELP

- **Thinkuknow** has loads of info about reporting someone and getting help.
- **Internet Watch Foundation** lets you report criminal online things.
- **Childnet** has advice about gaming, safe downloading and much more.

Tips to help

- Bullying is never your fault.
- You can report and block people who bully you online.
- Don't share or comment on bullying posts.
- Tell an adult you trust, like a teacher, to help stop the bullying.
- Things can change. And there are ways you can build your confidence.

HELP IF YOU'RE BULLYING SOMEONE

Bullying someone else isn't okay. But if you're doing it and want to stop, there are things you can do:

- **Recognise what you're doing is bullying**
  You might want to dismiss what's happened as just a joke, or think that it's okay because you're not the only one. But sending nasty messages, sharing a post or liking something that's been made to make someone feel bad, is bullying. It can be hard to accept this and we've got advice to help if you're feeling guilty.
- **Delete and don't send any more posts or messages**
  Stop whatever you were doing to bully someone, don't post or share things and don't message the person. Go back and delete old posts or messages.
- **Don't stay on group chats or pages**
  Even if you don't participate, if you stay on a group chat then you're encouraging other people.
- **Say sorry**
  Apologise to the person you bullied or sent messages to. Offer them support if you can, but respect their wishes if they don't want to talk to you.
- **Encourage others to stop bullying too**
  Talk to others who've been bullying and encourage them to stop. Sometimes it only takes one person to make a big change.
- **Plan for the future**
  Think about how you want to behave online in the future, and what you could do if you want to do this again. Try asking an adult for help if you're struggling with difficult feelings.

BLOCK AND REPORT BULLYING OR SEXTING

Lots of social media sites can help you if you're being bullied or if people are bullying you online.

Here's how to report sexting or bullying on:

- Snapchat
- Facebook and Facebook Messenger
- Instagram
- Twitter
- WhatsApp
- Video chat sites
- Tumblr
- Tik Tok

After you've made a report

Not all sites will take content down straight away, and sometimes they might not take something down when you've made a report.

Remember that you can keep making reports if you are concerned about something, but it can also help to talk to an adult you trust.

Even when you've reported something it can still have an effect on you. No matter what's happening you can talk to Childline or get support from other young people on our message boards.

Bullying Directed Towards Race, Gender, Sexual Orientation orDisability

Yarm Primary will not tolerate bullying against anyone because of his or her race, gender, sexual orientation or disability. The school will take preventative action to reduce the likelihood of bullying incidents of this nature occurring, through our policy of teaching tolerance across the curriculum. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, ability or disability.

Race and Faith Bullying

Racial bullying will not be tolerated and will be treated severely. If a child receives verbal abuse, physical threats or attacks, or if a pupil brings racist literature into school, incites others to behave in a racist way or writes racist insults, the strategiesin the Policy for Education for Ethnic Diversity will be implemented.

A full investigation will be carried out, recording incidents. Yarm Primary has a duty to develop children's understanding of ethnic diversity issues and explore racial tolerance in PSHE and Citizenship lessons and in Religious Education lessons.

Yarm Primary guarantees sensitivity and support for those being bullied. Racial incidents are reported to the Governing Body within context, actions and impact.

Homophobic, Biphobic and Transphobic Bullying

Sexual bullying has an impact on both genders. A sexual assault will lead to the exclusion of the perpetrator from school. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment), and, in its extreme form, sexual assault or rape.
Yarm Primary's strategies to deal with sexual bullying include:

- recording incidents in a separate incident book
- developing understanding of gender relations
- exploring sexism and sexual bullying in PSHE lessons
- using single-sex groups to discuss sensitive issues
- ensuring the school site is well supervised, especially in areas where childrenmight be vulnerable
- implementing discipline procedures as appropriate.

Sexual Orientation

Sexual bullying can also be related to sexual orientation. Children do not have to be homosexual or bi-sexual to experience such bullying.

Strategies to deal with such bullying include:

- recording incidents.
- awareness by staff that homophobic bullying can occur
- challenging homophobic language and explore pupils' understanding – theymight not understand the impact
- guaranteeing confidentiality and support for those being bullied
- implement discipline procedures if the bullying warrants it.

Special Education Needs and Disability Bullying

Pupils with special educational needs or disabilities might not be able to articulate experiences as fluently as other children. However, they are often at greater risk of being bullied, both directly and indirectly, and usually about their specific disability.
Yarm Primary makes sure the behaviour of staff does not trigger bullying unintentionally. They should avoid undue attention towards SEN children compared with others, and should not make comments based on pupils' appearance or perceived character.
If the bullying is serious, we undertake a full investigation, including a full discussion with witnesses, recording incidents and contacting parents. Discipline procedures are implemented. Strategies are implemented to support the child to develop understanding such as the NSPCC speak up speak out programme, which can be adapted to focus on bullying.

Our Approach

At Yarm Primary our PSCHE curriculum underpins our approach to Bullying. There are established listening systems, including Circle Time where pupils can have key messages reinforced. And other systems which support anonymity. The school takes part in Anti-Bullying week in the Autumn term but this is also addressed throughout the year as part of our PSCHE topics and Circle Time sessions. Empathy week took place in the summer, and supported the anti-bullying messages. Safer internet day is in the autumn and again allows us to challenge and support children and parents. We are proactive in how we help children develop positive relationships and empower them to take responsibility for themselves. Our Peer massage programme in lower school is just one way in which pupils can develop these skills and has been well researched through an illuminative research approach – 'Draw & Write'. Our youngest children are learning that it is ok to say 'no' and that we must hear it and respond to it positively. As a school we give pupils regular opportunities to reflect on their experiences at school, through self- assessments, questionnaires etc. which are completed in a safe, caring environment. This information is then used to draw up an appropriate action plan - we use this approach to find out about many areas of school life, including Bullying.

Personal, Social and Health Education (PSHE)

PSHE provides school staff with a clear opportunity to work on bullying. Within the national curriculum for PSHE pupils should be taught:

- **Key Stage 1:** that there are different types of teasing and bullying; thatbullying is wrong; how to help to deal with bullying.
- **Key Stage 2:** the consequences of anti-social and aggressive behaviours, such asbullying and racism, on individuals and communities; the nature and consequences of racism, teasing and bullying, and aggressive behaviours; how to respond to bullying and ask for help.

PSHE Curriculum

As a part of your child's educational experience at Yarm Primary School, we aim to promote personal wellbeing and development through a comprehensively taught programme of Personal, Social, Health and Economic (PSHE) education that gives children and young people the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, both now and in the future. We follow the Discovery Education programme of study and cover the following topics each year:

- Healthy and Happy Friendships
- Similarities and Differences
- Caring and Responsibility
- Families and Committed Relationships
- Health Bodies, Healthy Minds
- Coping with Change

Further information

- I'm worried about cyberbullying (anti-bullyingalliance.org.uk)
- https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/
- https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/staying-safe-online/
- https://www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying/bullying-cyberbullying/?in_type=under12service specifically for the under 12's for child line
- https://anti-bullyingalliance.org.uk/tools-information/advice-and-support/advice-parents-and-carers
- Anti-Bullying Alliance - https://anti-bullyingalliance.org.uk/
- Bullies Out UK - https://bulliesout.com/need-support/parents
- Bullying UK - https://www.bullying.co.uk/
- In addition - mental health charity YoungMinds have a guide to help parents help their child deal with bullying issues.
- Cbeebies Being a friend: child social skills - CBeebies - BBC

https://www.bbc.co.uk/programmes/art
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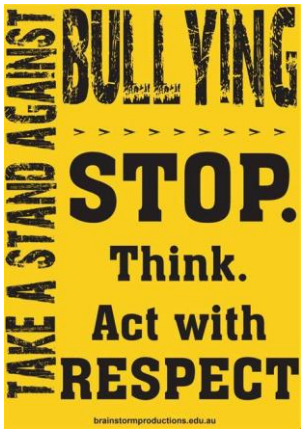

Resources to help with the development of an anti-bullyingenvironment:

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