Anti-Bullying Policy

Byker Primary School

Approved by:	Governing Body
Approved Date:	June 2026
Review frequency:	Annually
Next Review Date:	June 2027

Everyone has the right to feel happy and safe whatever their age, ability, gender, race, religion or sexual orientation. At Byker Primary we believe that right extends to every child, parent and member of staff in our school family and we will not stand for bullying in any form.

Aims and objectives

- To take firm action to prevent bullying behaviours in school.
- To develop whole school approaches to children who exhibit bullying behaviours.
- To be seen to be dealing with bullying and communicate the school's policy to children, staff and parents.
- To support victims of bullying incidents.
- To ensure staff are clearly aware of all types of bullying and how to tackle it; this includes any language of a homophobic nature, gender, religious or racial stereotyping

Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

How we try to prevent and address Bullying

- **We do all we can to get to know all of our children as well as we can.**
- **We listen to our children and we take their concerns seriously. We give as many opportunities we can to ensure children know they have someone to talk to about their worries.** These include, but are not limited to: building open and warm relations with key staff, Worry Boxes, the School Council, counselling and discussions with trained members of staff and classroom discussions.
- We promote a caring ethos across our school where all are valued and treated with respect.
- To help prevent bullying, the school's attitude to unacceptable behaviours will be incorporated into the curriculum and school life through Assemblies, Engaging in campaigns and focussed anti-bullying weeks
- PSHE materials and regular class discussions, through using role play, reading appropriate stories, teaching cooperative games the children can play during break, and encouraging co-operative activities in the classroom.
- Staff hold regular meetings of **vulnerable children** to review individual children who exhibit bullying behaviours and those who have been victims of such behaviours. The strategies used for dealing with these children will also be reviewed with regard to:
  a) Their effectiveness in controlling bullying behaviours.
  b) Supporting and providing strategies for victims to deal with children who bully.
- All teachers will ensure that they praise non-aggressive behaviours.
- The lunchtime staff will be involved in determining and implementing suitable strategies for dealing with individual children who exhibit bullying behaviours.
- Adequate supervision of the children during break and lunch time will be provided to ensure all areas of the playground are covered.
- When dealing with a bullying incident we will always:
  a) Endeavour to remain calm.
  b) Take immediate action to stop further bullying occurring, show our disapproval of bullying behaviour and support the victim.
  c) Record the incident in class books and report to the Headteacher to be logged in school Bullying Log.

- We inform parents and children about the school's attitude towards, and policy for dealing with, bullying behaviours.

Further action will be taken as appropriate. This will be based on strategies developed for dealing with individual children during termly reviews. Any action taken will be reported to the child's class teacher.

- Any serious, or recurring, bullying behaviours will be reported to the Head Teacher, and communicated to the parents of the children involved.
- Exclusion from school will be used as a final resort when all other channels have been followed including intervention specialist external advisors.

STOP

We use the acronym S.T.O.P to teach pupils the definition and how to address bullying: **STOP 1** - **When is it bullying?**

Several

Times

On

Purpose

STOP 2 - What should you do?

Start

Telling

Other

People

Action against bullying guidance for all staff

Immediate response.

a) Remain calm, you are in charge. Reacting emotionally may add to the bully's fun and give them full control of the situation.
b) Take the incident or report seriously.
c) Take action as quickly as possible.
d) Think hard about whether your action needs to be private or public, who are the pupils involved?
e) Reassure the victim(s); don't make them feel inadequate or foolish.
f) Offer concrete help, advice and support to the victim(s).
g) Make it plain to the bully that you disapprove.
h) Encourage the bully to see the victim's point of view.
i) Punish the bully if you have to, but be very careful how you do this. Reacting aggressively or punitively gives the message that it's all right to bully if you have the power.
j) Explain clearly the punishment and why it is being given.

AVOID

a) Being over protective.
b) Assuming the bully is all bad; try to look objectively at the behaviour, with the bully.
c) Keeping the whole incident secret because you have dealt with it.
d) Trying to hide the incident from the parents of the victim or the bully.
e) Calling in the parents without having a constructive plan to offer either side.

DO

a) Get to know all the children.
b) Give a positive message to victim, bully and witnesses with regard to the school's attitude towards bullying behaviours.
c) Encourage witnesses and victims to speak out.
d) Encourage the victim to help him/herself.
e) Record all incidents on CPOMS as Behaviour/Bullying Investigation. If proven to be bullying this will be edited to the Bullying Category

Silence and secrecy undermine the authority of the school and affirm the power of the bully. This can be fought through open discussion of bullying and the implementation of an agreed policy.

Towards a definition of bullying

Bullying is the wilful, systematic, conscious desire to hurt or threaten or frighten someone else. It may involve intimidation or exclusion; it may be physical, verbal or expressed in body language; it may have to do with the manipulation of others; it is constant; all bullying is aggression, physical, verbal or psychological including sexual violence and harassment and peer and peer abuse. Although not all aggression is necessarily bullying.

ANY BEHAVIOUR WHICH IS THE ILLEGITIMATE USE OF POWER IN ORDER TO HURT OTHERS IS BULLYING BEHAVIOUR. Bullying may take a number of forms:

- Name calling
- Use of discriminatory language (racist, homophobic etc.)
- A physical attack
- Deliberate exclusion
- Damage to property or theft
- Cyber bullying

Bullying is a persistent 'attack' by one or more children on another, or the deliberate exclusion of one child by others. It is not an argument or disagreement between children or the break-up of a friendship, although this could be a cause of bullying later.

Dealing With Child-on-child abuse (bullying)

All staff are made aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school and online. All staff are aware of procedures with regard to child-onchild abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

We know that even if there are no reports in our school it does not mean it is not happening, if there are any concerns regarding child-on-child abuse staff should speak to the designated safeguarding lead (or a deputy).

All staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos

We aim to address these issues through our PSHE and Family and Relationships curricula and through being a listening school and ensuring our children always know they have someone to talk to.

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 regularly. The governors require the head teacher 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 to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

Role of the head teacher

It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to

deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying is wrong, and that it is unacceptable behaviour in this school.

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

The head teacher 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.

The head teacher reviews the log of incidents of alleged or identified bullying on CPOMS.

The role of the teacher/support staff

Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. They report to the head teacher incidents that happen in their class or elsewhere.

If teachers witness an act of bullying, they do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents. Sometimes it will be the head teacher who informs parents.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve counselling and support for the victim of the bullying, and sanctions for the child who has carried out the bullying. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher and the special needs co-ordinator. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies.

Teachers routinely attend training, which enables them to become equipped to deal with incidents of bullying and behaviour management.

Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying.

The role of parents

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 their child's class teacher immediately.

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.

Sanctions for Bullying

Following investigation, if cases of bullying are proven, the following sanctions will be applied which lead on from those applied for breaking the school rules.

- Written apology/Restorative Conversations

- Formal parent contact by the head teacher
- Contract between the child, parent and head teacher, which will be monitored daily or weekly as appropriate in order for the child to modify his/her behaviour.

If the child fails to conform following the implementation of these sanctions exclusion from activities and possible exclusion from class and school may be considered in line with the school **Behaviour Policy.**

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, 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 Headteacher reports on frequency and types of behaviour concerns in the Headteacher Reports.

Where issues arise, Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

The Safeguarding Governor will discuss incidents of bullying and incidents of behaviour at the termly Safeguarding meeting.