

Anti-Bullying Policy



Thorn Grove Primary School

Together we nurture curious, respectful, aspirational individuals

Approved by Governing Body on:	30 January 2025
<i>L.Vose</i> Headteacher	<i>T.Buckley</i> Chair of Governors
Next review due by:	January 2026

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Aims & Purpose of the Policy

At Thorn Grove Primary School we are committed to working with children, staff, governors and parents/carers to create a school community where bullying is not tolerated.

At our school, the safety, welfare and well-being of all pupils and staff is a key priority. Our school is a place where people have the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness. Bullying of any kind is unacceptable and will be identified and thoughtfully dealt with at our school. We take al

l incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and challenge any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

We define bullying as:

Bullying is the purposeful choosing of behaviours that threaten, intimidate or hurt someone, which is often, but not always, repeated over time, and can involve a real or perceived power imbalance.

Identifying and supporting vulnerable children

We work together in school to identify particularly vulnerable groups, perhaps minority ethnic groups, travellers, refugees, LGBT pupils, midterm arrivals, pupils who transfer late into the school, children or young people in care, young carers, and those with other special needs who may find it more difficult to build or maintain friendships.

As a school, we plan positive action to support these pupils with all relevant staff members and provide additional support where necessary, for example peer support through buddy schemes and help them access clubs and out of school provision.

Who could be bullied?

Anyone could be subject to bullying at any time in their life. It is not only something that affects children and young people.

A person is bullied when, either as an individual or part of a group, she or he suffers in any way from the direct result of intentional and persistent harassment and/or victimisation by another individual or group.

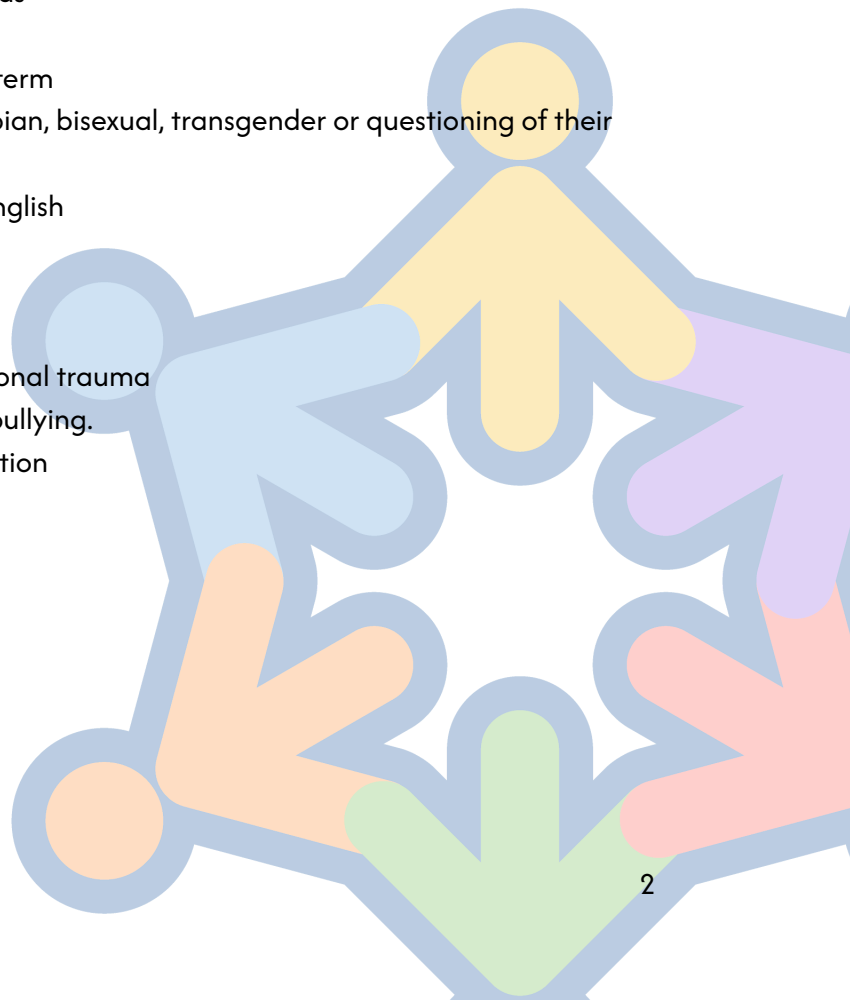
A person who has been bullied may commonly find it difficult to combat victim behaviour or report their experiences to those who may be able to help them.

Below are some factors that can make people vulnerable:

Schools must refer to the Equality Act 2010 and the 9 protected characteristics within it, when dealing with bullying related incidents.

Children and young people who are at most increased risk of causing harm (the harmer/perpetrator) or being harmed (the harmed/victim) through bullying are those who:

- are in foster care or residential homes (looked after children)
- are understood to be at risk from a range of safeguarding or child protection issues
- Come into contact with organised crime groups
- have specific special educational needs (especially on the autistic spectrum)
- have a disability or impairment
- are from minority ethnic backgrounds
- are refugees or asylum seekers
- start a school or activity group mid term
- are, or are perceived to be, gay, lesbian, bisexual, transgender or questioning of their sexuality or gender
- speak a first language other than English
- are young carers
- have suffered bereavement
- have suffered domestic violence
- have experienced physical or emotional trauma
- have a parent that was a victim of bullying.
- are experiencing poverty or deprivation



Methods of bullying

There are a number of methods of bullying behaviours that can be summarised as:

- Physical aggression – hitting, kicking, tripping up, spitting, taking or damaging property, use of threat or force in any way, intimidation or demands for money or goods
- Verbal – name calling, insulting, teasing, ‘jokes’, mocking, taunting, gossiping, secrets, threats. Reference to upsetting events e.g. bereavement, divorce, being in care
- Non-verbal – staring, body language, gestures
- Indirect – excluding, ostracising, rumours and stories, emails, chat rooms, messaging phones, notes, inappropriate gestures
- Cyber – text messaging, internet chat rooms, the use of social media applications such as Snapchat, Instagram or WhatsApp, the misuse of camera or video facilities (including the self-generated inappropriate images), offensive questions and nasty inbox messages.
- Parental incitement

We acknowledge that some acts of bullying will constitute a criminal offence and in these cases other organisations will need to be contacted e.g. the Police or Social Care

Children and young people harming others can be referred to as Child-on-Child abuse. Child-on-Child abuse can take various forms, including: serious bullying (including cyber-bullying), relationship abuse, domestic violence, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour, and/or gender based violence.

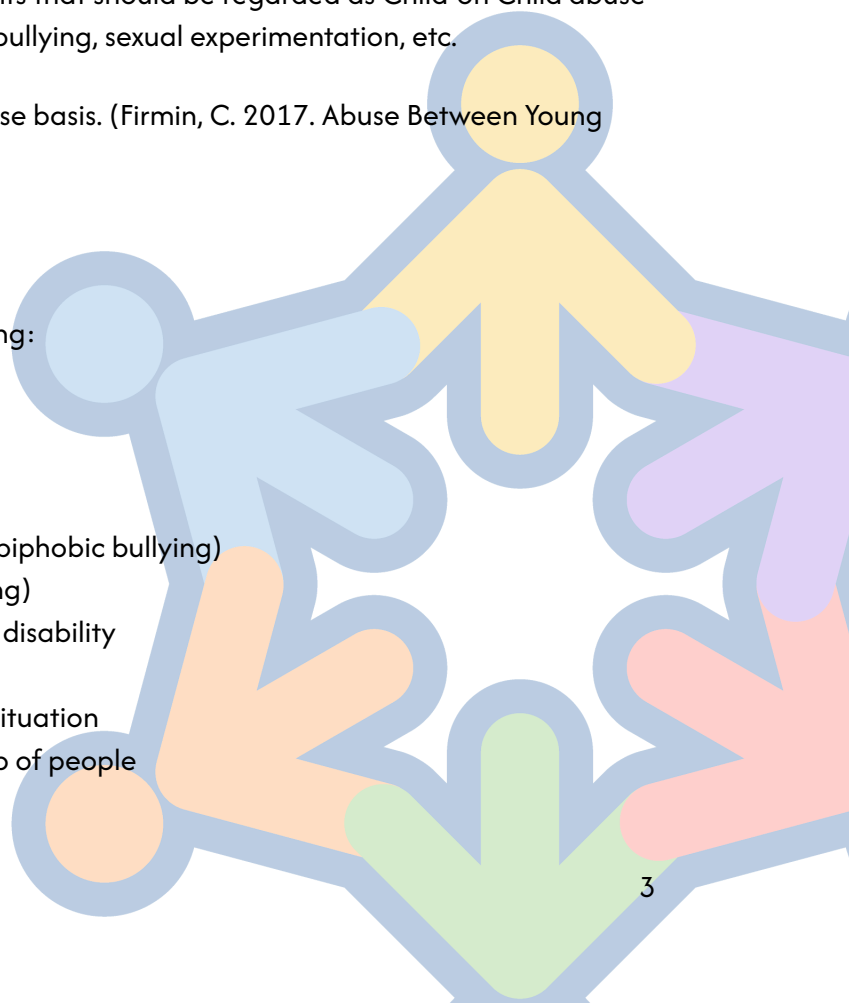
There is no clear boundary between incidents that should be regarded as Child-on Child abuse and incidents that would be considered as bullying, sexual experimentation, etc.

Assessments must be made on a case by case basis. (Firmin, C. 2017. Abuse Between Young People).

Types of Bullying

Bullying can be based on any of the following:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEN) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people



No form of bullying will be accepted and all incidents will be taken seriously.

Derogatory language

Derogatory or offensive language is not acceptable and will not be permitted. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff, recorded and monitored. Follow up actions and consequences, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record and report the casual use of derogatory language.

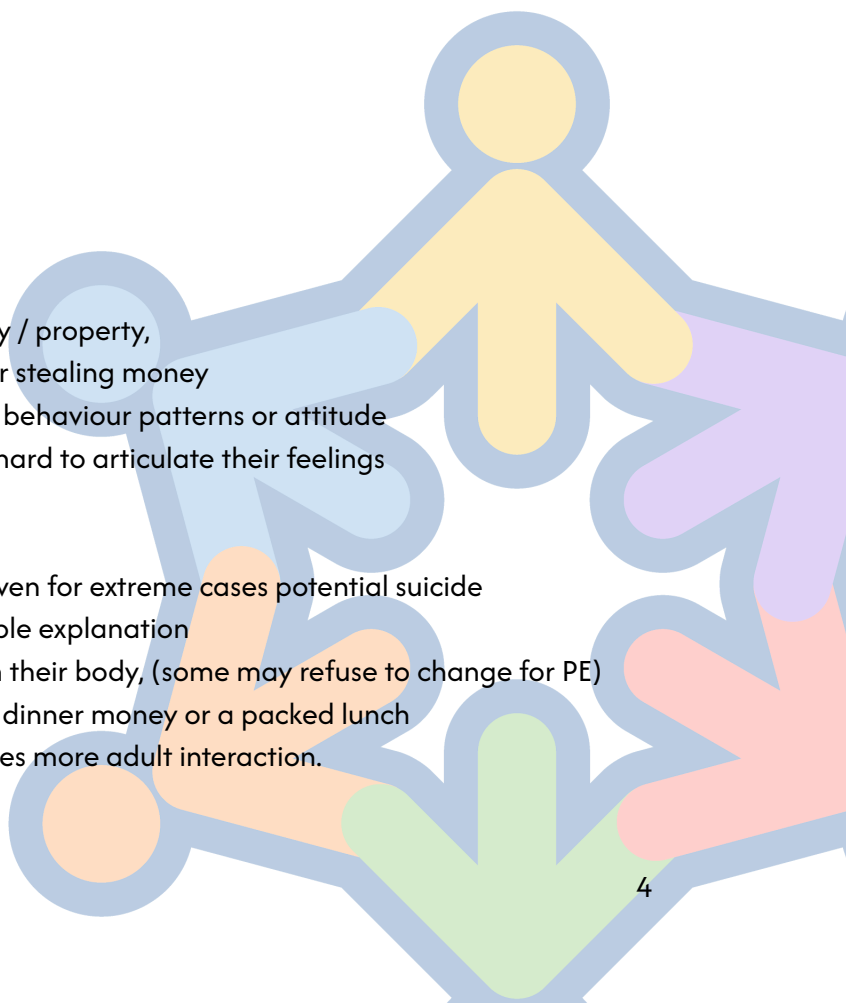
Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting on any incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying intervention.

Possible indicators of bullying include:

We recognise that the following behaviours may suggest someone is being bullied or is bullying. However, we also recognise that the list is not exhaustive.

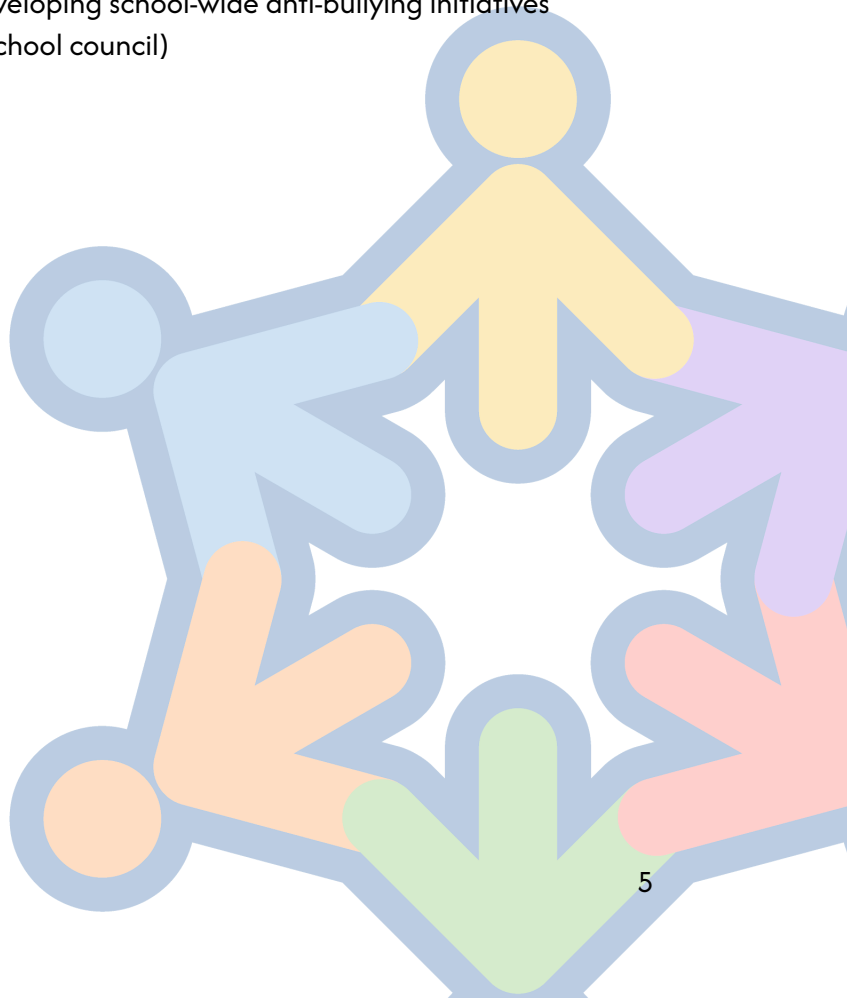
- disturbed sleep
- bed-wetting
- head and stomach aches
- problems with concentration,
- changes in behaviour and attitude
- truanting
- bullying other children
- damaged or missing clothes / money / property,
- asking for more money than usual or stealing money
- withdrawn or changes in their usual behaviour patterns or attitude
- distressed or emotional and finds it hard to articulate their feelings
- changes in their eating patterns
- changes in their online activity
- shows evidence of self-harming or even for extreme cases potential suicide
- is unusually tired without a reasonable explanation
- has unexplained bruises or marks on their body, (some may refuse to change for PE)
- repeatedly comes to school without dinner money or a packed lunch
- Seems afraid to be alone and requires more adult interaction.



School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Proactive teaching and learning around how to build and maintain healthy relationships, including explicit work on how to appropriately manage conflict within relationships.
- Child-friendly anti-bullying information displayed in school which ensures all pupils understand and support the anti-bullying policy
- A PSHE programme of study which includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies, where appropriate, to help raise pupils' awareness of bullying and derogatory language
- Events that celebrate difference and diversity across the school which include diverse displays, the reading of books and sharing of appropriate images. The whole school participates in events including: Anti-Bullying Week, Black History Month, and Safer Internet Day
- Embedding the school values of equality and respect across the curriculum to ensure that it is as inclusive as possible
- Encouraging staff and pupils to challenge stereotypes across the school
- Playground leaders and pupil-led programmes (School council, Sports leaders) offer support to all pupils, including those who may have been the target of bullying
- Restorative Approaches provide support to the harmed and harmer plus any other affected parties involved in any bullying incident.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups (school council)



Reporting – roles and responsibilities

STAFF:

All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, sports partners) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform their class teacher.

The following staff members are anti-bullying leads: Miss Vose and Miss Brierley

SENIOR STAFF:

The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, Miss Vose is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS:

Parents and Carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate, support, and encourage them to report the bullying when it occurs.

When parents have concerns, we would encourage them to speak with us at the earliest opportunity. We find that it is much more effective to speak to the school directly when an incident occurs and not to post it on social media as this may affect and delay any investigations and outcomes.

Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff

Phone: 0161 485 1177

Email: headteacher@tgps.uk

Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. When finding themselves alongside an incident of bullying, they should attempt to offer support to the victim and, if possible, help them to tell a trusted adult.

Parents and Carers must also give due regard to, and follow the principles of our anti bullying policy on school premises towards pupils, staff and other parents.

Non-school staff, volunteers and outside organisations (sports coaches, etc) also need to be made aware of the schools policy and the reporting of incidents.

Dealing with an Incident

When bullying has been reported, the following actions will be taken:

- Staff will investigate and record the bullying on the schools incident reporting form and also record the incident centrally.
- Restorative meetings may be offered for any incident, this includes race or hate, homophobic and transphobic incidents. Please note that participation in any restorative repair meeting should be voluntary.
- Designated school staff will monitor incident reporting on CPOMS and information recorded on analysing and evaluating the results.
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to all involved within a bullying incident. Individual meetings will be held with harmer & the harmed to devise a plan of action that ensures all feel listened to and supported, and feel safe and reassured that with support there can be a resolution. This may involve a restorative meeting.
- Staff will proactively respond to outcomes of meetings , with the harmer and harmed parties possibly requiring support and work with other colleagues as appropriate.
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action.
- Staff will assess whether any other authorities (such as Police or the Local Authority) need to be involved, particularly when actions take place outside of school.

Safeguarding procedures must be followed when child protection concerns arise.

Bullying outside of school

Bullying is unacceptable and will not be permitted. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day.

School will use support systems available to us when it becomes apparent that any incident of bullying is having an impact on an individual and/ or the school community.

Training and Awareness

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers, librarians, outside agencies and volunteers, parents and governors) receive regular training on all aspects of the anti-bullying policy, including proactive healthy relationship work.

Recording and Reporting

We maintain a system of data collection and analysis in relation to any reported incidents of bullying in school. Termly feedback is made available for governors via the Headteacher report.

All staff will use CPOMS to alert the HT/designated SLT member of any bullying related incidents.

Monitoring and Evaluation

The head teacher is responsible for reporting to the governing body (and the Local Authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report, by in-school monitoring such as learning walks, and focus groups with pupils.

The policy is reviewed every 12 months, and a committee set up to oversee the review process.

Links to other school policies

This anti-bullying policy links to a range of policies/strategies, including:

[Equality policy](#)

[Behaviour policy](#)

[Care and control policy](#)

[RSE policy](#)

[Safeguarding policy](#)

[Acceptable Use policy](#)

