



West Norfolk  
Academies Trust

# Primarys

# Anti-Bullying Policy

**Reviewed by:** Governing Body

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## **1. School Statement on Bullying**

The aim of the anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable. We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a related and secure atmosphere. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

Our school is a place where every person has 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.

## **2. Early Years**

Early years settings have a duty to ensure that every child is included and supported to be themselves.

This includes children who:

- Grow up in families with single, adoptive, surrogate or same-sex parents, or with grandparents or other extended family members.
- Do not conform to gender stereotype (that is, what is commonly accepted as 'typical' for someone of that gender).
- Settings also have a duty to challenge gender stereotyping and celebrate all diversity, including LGBT people and families, to support every child to understand and embrace difference.

## **3. Aims and Purpose of the Policy**

Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and wellbeing of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle 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 ensure our pupils to become responsible citizens and to prepare them for life in 21<sup>st</sup> 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.

#### 4. Related Policies

- Behaviour Policy
- Equality and Diversity Policy
- Keeping Children Safe in Education
- Online Safety Policy

#### 5. Definition of Bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – Several Times on Purpose.

The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions.
- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone.
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone.

Bullying can be based on any of the following things:

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

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

## 6. Reporting Bullying

**PUPILS WHO ARE BEING BULLIED:** If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher or any other teacher
- Tell a playground buddy or Anti-Bullying Ambassador who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as a lunchtime supervisor, Learning Support Assistants or the school office.
- Tell an adult at home
- Call Childline to speak with someone in confidence on 0800 1111.

## 7. Reporting – Roles and Responsibilities

**STAFF:** All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) 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.

**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 wellbeing of all young people. In addition to the designated anti-bullying leads there is a 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 and support and encourage them to report the bullying. 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.

**PUPILS:** Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

## **8. Responding to Bullying**

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

- Staff will record the bullying of CPOMS
- Designated school staff will monitor information recorded on CPOMS, 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 the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of the buddy system and playground monitoring.
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents and 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.

## **9. Bullying Outside of School**

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before and 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' wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

## **10. Derogatory Language**

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

## **11. Prejudice-Based Incidents**

A prejudice-based incident is a one-off incident of unkind and hurtful behaviour that is motivated by 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 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 interventions.

## **12. Schools Initiatives to Prevent and Tackle Bullying**

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

- Ensure all pupils understand and uphold the anti-bullying policy.
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month, LGBT History Month
- The School values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible.
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies and pupil-led programmes offer support to all pupils, including those who may have been the target of bullying
- Restorative justice programmes provide support to targets of bullying and those who show bullying behaviour. The behaviour policy states: the school embraces Restorative Practice as a means of empowering all members of our school community to be successful and become aspirational, motivated and responsible learners. Restorative Practice is about encouraging offenders to be accountable for their actions and to take responsibility for repairing the harm caused.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups such as the Junior Leadership Team, Anti-Bullying Ambassadors and through the anti-bullying survey.
- Working with parents and carers and in partnership with community organisations to take bullying, where appropriate.

### **13. Training**

The Head Teacher is responsible for ensuring that all schools staff, both teaching and non-teaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the anti-bullying policy.

### **14. Monitoring and Reviewing**

The Head Teacher is responsible for reporting to the Governing Body 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 and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.