

Blackgates Primary Academy

Anti-bullying policy



May 2025

Introduction

At Blackgates we believe that all pupils have the right to a safe, happy and caring environment without the fear of being bullied. Bullying of any kind is unacceptable at our school and we endeavour to prevent and tackle all forms of bullying. If bullying does occur, all children should be able to tell someone and know that incidents will be dealt with firmly, fairly and promptly. This policy aims to produce a consistent school response to any bullying incidents that may occur.

What is Bullying?

Bullying can be described as being REPEATED deliberate acts done to cause distress. Bullying behaviour can occur in a number of different forms. This includes:

Physical – pushing, kicking, hitting, spitting or any use of violence.

Verbal – name calling, spreading rumours, teasing.

Emotional – being unfriendly, excluding, tormenting.

Cyber – threats by text message, email, Facebook or any other social media.

Sexual – unwanted sexual contact, sexually abusive comments.

Damage to property or theft – children may have their property damaged, taken off them or stolen.

Bullying is not

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the occasional trick or joke is played on someone. Children sometimes fall out or say things because they are upset. It is an important part of child development to learn how to deal with these situations and develop problem solving and social skills to repair relationships.

Bullying can happen to anyone and can be related to:

- Race, religion, nationality or culture
- Appearance and physical/mental health conditions
- Sexual Orientation (homophobic)
- Sexist, sexual and transphobia
- Young carers, looked after children or other family/home circumstances
- Special educational needs and disabilities
- Gifted and talented children people
- Any other reason which makes a child 'stand out'

Signs and Symptoms

Rather than telling an adult, children may indicate by signs or behaviours that they are victims of bullying. Adults should be aware of these possible signs.

Physical Signs:

Injuries: has unexplained injuries such as cuts or bruises.

Illness: regularly feels ill in the morning.

Is frightened of walking to or from school.

Appearance: comes home with clothes torn or books damaged, has possessions which are damaged or "go missing", has dinner or other monies continually "lost", asks for money or starts stealing money.

Speech: starts stammering.

Cries themselves to sleep at night, disturbed sleep or nightmares.

Is secretive or nervous when using a mobile or computer.

Stops eating.

Begins to bully other children or siblings.

Emotional Signs

Avoidance: is unwilling to go to school, begins to truant.

Attention Seeking behaviour.

Uncharacteristic behaviour: e.g. becomes aggressive, disruptive or unreasonable.

Mood Changes: e.g. becomes withdrawn, anxious or lacks confidence.

Reluctance to discuss: is frightened to say what's wrong.

Attempts or threatens suicide or runs away

Signs in School

Drop in attendance

Decline in punctuality

Deterioration in work standards.

Lingering behind: unwilling to go out at playtimes.

Exclusion from peers/friendship groups.

What can a child do?

If it is someone else:

- Tell an adult, teacher, teaching assistant, learning mentor, behaviour support worker or Headteacher.
- Support the victim by being there for them.

If it is you:

- Tell a trusted adult.
- Tell a friend.
- Do not agree to keep the bullying a secret.
- If you can see that a situation could be dangerous, keep away.
- Try to ignore the bully.
- Tell the bully to stop.
- Say, very firmly 'No' and walk away.
- Avoid fighting back – this often makes things worse.

What can a parent do?

If your child is being bullied:

- Ask him or her about it directly.
- Remain calm.
- Take the bullying seriously and find out the facts.
- Talk to someone at school – this could be the class teacher, a learning mentor, a behaviour support worker, Headteacher, Deputy Headteacher or another member of staff who knows your child well.
- Help your child to develop self-assurance and confidence.

If your child is a bully:

- Keep calm.
- Try to find out the cause of your child's bullying.
- Discuss your concerns with the class teacher, a learning mentor, behaviour support worker, Headteacher, Deputy Headteacher or another member of staff who knows your child well.
- Try to monitor where your child goes and who he or she plays with.
- Set clear guidelines for the behaviour you expect.
- Help your child to develop self-esteem.
- Ensure your child apologises to the victim of his or her bullying.
- Monitor whether things improve or deteriorate.

What will the school do?

At Blackgates when an incident of bullying is suspected or alleged, we will complete a fully comprehensive and multi-faceted approach to resolve the matter. The steps we will take will include the following:

- Fully investigate any report of bullying by talking to all children involved.
- Accurately record all concerns and findings.
- Inform class teachers and the pastoral team of all incidents and concerns.
- Keep in touch with parents/carers.
- Give suitable sanctions for bullying behaviour where appropriate.
- Support both the targeted child and the child who has bullied.
- Complete restorative work between all children involved. This allows for children to reflect upon the impact their actions had on others and can be used to repair the harm the incident has caused.
- Monitor children post incident impact and record their general wellbeing.
- On occasions, further actions within school may be required, this may include 1 to 1 work with our pastoral team.
- On occasions we may offer/need to refer the pupil to an external support agency for further support if necessary.
- A full report of the incident will be given to Mrs Coulson and Mrs Courtney.

Although such cases in school are rare, it may be judged that the severity is such that it needs to involve the Police and / or Social Services if it is seen as a Child Protection case.

Bullying Awareness.

To highlight the importance of minimising bullying in school, we will carry out the following procedures:

- Encourage all students to report any incidences of bullying or suspected bullying, even if they are not personally involved
- Raise awareness through the curriculum via PSHE, ICT and assemblies. Awareness is also raised via posters and the schools newsletter. Students will also learn about cyber bullying and how to deal with it.
- Have the child friendly anti-bullying policy on display around the school for all children to see.
- Provide the Anti-Bullying Policy to all staff to raise awareness of the issues and procedures.
- Provide appropriate training for all staff.
- Make the Behaviour policy and Anti-bullying policy available to all parents through the schools website.
- Provide a worry box where messages can be left.

- Ensure the PSHE curriculum includes measures to prevent prejudice-based and discriminatory bullying.
- Ensure the behaviour policy, safeguarding policy and anti-bullying policies are updated annually and adapt to any lessons learnt which may occur.

Recommended procedures for responding to all alleged or witnessed bullying incidents

An incident is reported or witnessed

An alleged or witnessed incident is reported to a member of staff or by a staff member who witnessed the incident.



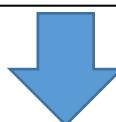
Investigation

Incident is investigated by the appropriate member of staff who undertakes the role to establish the nature, roles and seriousness of the incidents and those involved. Form 1 should be completed and a sequential report number recorded on it.



Staff should look for evidence that the behaviour:

- has occurred before or by its nature has caused repeated experience or the fear of it e.g. cyberbullying or serious incident
- was deliberately intended to cause distress and/or harm
- has created a sense of powerlessness on the part of the individual being targeted
- and consider**
- whether any aggravating factors such as equalities dimensions have been taken in to account and been addressed



Hurtful behaviour has occurred but it was not identified as bullying

Further action staff should take:

- Ensure Form 1 has been completed fully
- Identify any harm caused with Form 2b
- Provide support if required to all involved and record on Form 3a & 3b
- Inform parents/carers of the pupils involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary
- Consider the appropriateness of informing the police if necessary.

Evidence of bullying is found

Further action staff should take:

- Complete Form 2
- Identify any harm caused with Form 2b
- Provide support to those involved and record on Form 3a for targeted child and Form 3b for the child who bullied
- Inform parents/carers of those involved
- Decide if any sanction needs to be applied in line with the school discipline/behaviour policy
- Engage and inform external agencies if necessary and complete Form 4 to inform the local authority
- Consider the appropriateness of informing the police if necessary.

By working together, we can combat bullying

Everyone at Blackgates Primary Academy is expected to:

- Act in a respectful way towards one another.
- Adhere to and promote the objectives of this policy

Students are expected to:

- Report all incidents of bullying or harassment.
- Report suspected incidents that students may be afraid to report.
- Support each other and to seek help to ensure that everyone feels safe and nobody feels excluded or afraid in school.
- Follow our school rules of 'kind hands, kind feet, kind words' and 'Everyone Matters'.

Staff are expected to:

- Adhere to this policy.
- Refer incidents of concern to the Pastoral Team.

Parents will be expected to help by:

- Supporting this policy and procedures.
- Encouraging their child to be positive members of the school community at all times.
- Discussing with school any concerns that their child may be experiencing or involved with in some other way.

Useful links and supporting information

- Childline: www.childline.org.uk/ or call on 0800 1111
- NSPCC: www.nspcc.org.uk
- Victim Support: www.victimsupport.org.uk/search/node/bullying or call 0808 1689 111.
- Young Minds: www.youngminds.org.uk
- Preventing and tackling bullying Advice for headteachers, staff and governing bodies: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Young Carers

- Carers Trust: <https://www.childrenssociety.org.uk/youngcarer/help-for-young-people>

SEND

- Mencap: www.mencap.org.uk/
- Changing faces: <https://www.changingfaces.org.uk/about-us>

Cyberbullying

- Childnet: <https://www.childnet.com/blog/cyberbullying-resources-for-parents-and-teachers>
- Digizen: <https://www.digizen.org>
- Advice for school staff: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf
- Advice for parents and carers: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

Race, religion and nationality

- Show Racism the Red Card: www.theredcard.org/education
- Educate against Hate: www.educateagainsthate.com
- Tell Mama: <https://telltmauk.org/>

LGBT

- Barnardos: <https://www.barnardos.org.uk/what-we-do/supporting-young-people/LGBTQ>
- EACH: <https://each.education/>
- Proud trust: <https://www.theproudtrust.org/>

Sexual Harassment and sexual bullying

- Ending violence against women and girls: <https://www.endviolenceagainstwomen.org.uk/get-help/>
- Disrespect Nobody: <https://www.disrespectnobody.co.uk/>

Monitoring

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

This Anti-bullying Policy was formally adopted by Blackgates Primary Academy on:

Date November 2020 – last updated 06.05.25.....

Review Date Annually – next review 06.05.26

Headteacher Julie Coulson.....

Governing Body Lisa Rumford Chair of LGB.....

Appendices

Form 1

Initial investigation into allegation of bullying and supportive script for initial investigation into an alleged incident (3 pages).

Form 2

Confirmed bullying report form (2 pages).

If it is on Form 1 that bullying was identified, then Form 2 will be completed.

Form 2b

Restorative questions in response to challenging behaviour & restorative questions when someone has been harmed.

If hurtful behaviour has occurred but it was not identified as bullying form 1, then form 2b will be completed. (2 pages).

Form 3

Provide support to all involved and record on Form 3a & 3b (2 pages).

Form 1

Initial Investigation into allegation of bullying

Completed by:

Position:

Date:

Reported by:

Role:

Date:

Form of referral:

Verbal Report

Phone Call

Letter

Email

Child(s) name(s) alleged to be experiencing bullying behaviour	Age

Child(s) name(s) alleged to be engaging in bullying behaviour	Age

Reported account:

(use Form 1a if required)

Details gathered to date: (use Form 1b to interview all involved)

(use Form 1a if required)

Action taken to date: (please tick relevant boxes)

Checked for earlier incidents involving same pupils
 Individual discussions with pupils involved
 Discussion of incident with peers/class
 On-going support/monitoring from staff
 Applied sanctions

Notified class teacher
 Group discussion with pupils involved
 Restorative intervention
 Details of action agreed with pupils
 Parent letter/meeting

Any additional action taken?:

(use Form 1a if required)

Factors to help determine if Incident constitutes bullying

Incident was bullying if all 3 warnings below are confirmed

- Hurt has been deliberately/knowingly caused (physically or emotionally)
- It is a repeated incident or experience or the involvement of a group
- Involves an imbalance of power:
 - target feels s/he cannot defend her/himself, or
 - perpetrator/s exploiting their power (size, age, popularity, coolness, abusive language, labelling/name calling, etc.)

Incident was cyberbullying if messages of an intimidating, humiliating or threatening nature were sent or left on a social networking site

Incident was not bullying on this occasion because it was:

- the first hurtful incident between these children
- teasing/banter between friends without intention to cause hurt
- falling out between friends after a quarrel, disagreement or misunderstanding
- conflict that got out of hand
- activities that all parties have consented to and enjoyed (check for coercion)

Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

Details of any support given:

Counselling
None offered

Peer support
None – offered but refused

Referral to external agencies
 Referral to CAHMS

Other, please specify:

Was alleged bullying confirmed? (please see overleaf)	*Yes	No	Insufficient evidence
* If yes, please log details on Form 2 Confirmed bullying report form			

Supportive script for initial investigation into an alleged incident

1. Describe what happened?

2. Exactly where and when did the incident take place?

3. Were there any other young people around at the time, if so who?

4. Was there an adult around at the time, if so who?

5. Do you know the names of the people who were involved?

6. What were you doing before the incident took place?

7. Can you remember exactly what happened or what was said?

8. What happened next?

9. Has this happened before?

10. What would you like to happen now?

Child's name:

Completed by:

Date:

Form 2

Confirmed bullying report form

For each incident please complete one form and return to the designated teacher for collation and monitoring

1. Focus of bullying behaviour

Please tick all elements which apply in your understanding of the incident(s)

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Gender		
Transphobia/Gender identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

2. Manifestations of bullying (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrator's (At) or (Ap)
- perpetrators from outside the school community (O)
- children who are in care (CIC) or who have Special Educational Needs (SEN)

Child(s) name(s) who are experiencing bullying behaviour	Age	Codes (see above)
Child(s) name(s) who are engaging in bullying behaviour	Age	Codes (see above)

4. Description of incident(s): Please give a precise account including dates, times, places and any witnesses.

Attach any further information (e.g. pupils accounts, witness statements, notes of meetings)

(use Form 2a if required)

5. Action taken: Please record all steps (including meetings, letters, investigations, sanctions)

(use Form 2a if required)

6. Summary of those notified and/or involved

	<input checked="" type="checkbox"/>	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
Class Teacher		
Head of Year		
'Target' parents/carers notified		
'Target' parents/carers invited to school		
'Offenders' parents/carers notified		
'Offenders' parents/carers invited to school		
CAF initiated		
Local Authority informed		
Police		
Others (specify)		

7. Date for monitoring progress of those involved. Follow up on the incidents and check that all parties are progressing well academically and socially.

Date 1

Date 2

Date 3

Complete Form 2a with details of monitoring progress if needed

Member of staff completing this form:

Name:

Date:

Form 2b

Restorative Questions in Response to Challenging Behaviour

Name: _____

Date: _____

1. Describe what happened?

2. What were you thinking at the time?

3. Since the incident, what have you been thinking about?

4. Who has been affected by what you have done?

5. In what way do you think they have been affected?

6. What do you think you need to do to make things right?

7. How are you going to implement the items above to make things right?

Staff name: _____

Date: _____

Restorative Questions when someone has been harmed

Name: _____

Date: _____

1. Describe what happened?

2. What did you think when you realised what had happened?

3. What impact has this incident had on you?

4. Do you think this incident impacted on others and if so who?

5. What has been the hardest thing for you over this incident?

6. What do you think needs to happen to make things right?

7. How can the items above be implemented and by whom?

Staff name: _____

Date: _____

Form 3

Support provided for targeted child

(Priority should be given to taking steps to ensure bullied children continue to attend)

Support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Empowerment education (Resilience training) Pastoral team support Formal counselling Parental meetings CAF CAHMS Other
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Post-incident impact monitoring and further action

Has the relationship been repaired?:
Has achievement/ability to learn been affected?*:
Has there been a change in the pattern of attendance?:
Any change in social issues?:
Any change in mental or emotional state?:
How was the partnership with the parents/carers?:
Does the target feel safe at school?:
Does the target feel safe on journeys to and from school?:
Does the target feel safe while online?:

*N.B If the bullying leads to persistent, long-lasting difficulties that cause the child or young person to have significantly greater difficulty in learning than the majority of those of the same age, then schools should consider whether the child will benefit from being assessed for SEN.

Member of staff completing this form:

Name:

Date:

Support provided for child who bullied

Schools should engage in restorative practices before sanctions are considered against the child who showed bullying behaviour. Disciplinary measures must be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also important to consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need additional support themselves.

Action taken & support provided:	Separate on-site provision Regular contact with chosen member of staff Restorative process Corrective education Removal to a different teaching group/form Pastoral team support Formal counselling Parental meetings CAF CAHMS Sanction Other
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Post-incident impact monitoring and further action

Has the relationship been repaired?:	
Has achievement/ability to learn been affected?:*	
Has there been a change in the pattern of attendance?:	
Any change in social issues?:	
Any change in mental or emotional state?:	
How was the partnership with the parents/carers?:	
As there been any signs of remorse?:	
Any other relevant information?:	
Member of staff completing this form:	
Name:	Date: