



Althorpe and Keadby Primary School Anti-Bullying Policy

Approved by: Althorpe and Keadby Primary School Governing Board

Date approved: 9th December 2025

Review Date: Autumn Term 2026

Reviewed By: Althorpe and Keadby Primary School Governing Board

1.0 School Vision and Values

School values and commitment

This policy has been developed and implemented in consultation with the whole school community including pupils, parents/carers, staff, governors and partner agencies

The anti-bullying policy takes its place within the general aims and ethos of the school. It has close links to the Child Protection, Behaviour, Diversity, Online Safety and PSHE policies

At Althorpe and Keadby Primary School, every child has the right to feel safe, listened to, valued and respected. Bullying of any kind is unacceptable and will not be tolerated.

Our ethos, "Together We Grow", underpins this policy. We promote:

- a caring, inclusive community
- respect, empathy, kindness and responsibility
- courage to be an upstander, not a bystander
- strong partnerships with parents, carers and the wider community.



Together We Grow...

In Knowledge

- **We learn:** building the skills and knowledge for the next stage of our journey
- **We aspire:** aiming high with ambition and creativity
- **We live well:** growing in health, safety, and sustainability

In Character

- **We respect:** showing kindness, tolerance and care and developing healthy relationships and celebrating difference
- **We are motivated:** Developing our own motivations to strive for excellence, try new things and chase our own excellence.
- **We are adventurous:** tackling adventures, building resilience, independence, and motivation

As a Community

- **We belong:** taking pride in our school and where we live
- **We represent:** ourselves, our school and our community
- **We contribute:** making a positive difference to our world, near and far

In Success

- **We achieve:** learning and achieving in line with our peers everywhere
- **We excel:** striving for our own excellence by using our unique gifts and infinite potential
- **We enjoy:** building lifelong learning, memories, and fulfilment

10 Promises to our pupils

You Belong – We promise a school where you feel you belong, are treated with respect, and know you are valued for who you are.

Your Voice Matters – We promise that your voice will be heard, and you will have real chances to share ideas and help shape our school.

Your Curriculum is for You – We promise you an interesting, ambitious curriculum designed just for you, helping you grow in knowledge, skills, and creativity so you are ready for your next stage.

Your Teaching will be Excellent – We promise you the very best teaching every day from staff who are well trained and always learning themselves, so that you can achieve your best.

Your Environment will be Positive – We promise you a school where every space – from classrooms to playgrounds – is safe, calm, and cared for. Together we will keep high standards so you can learn, feel safe, and take pride in our school.

You Will Find Your Excellence – We promise to help you "find your thing", grow into your own excellence, and celebrate your unique gifts and achievements.

Adventure Awaits – We promise you exciting adventures and experiences, both big and small, to inspire your curiosity, joy, and love of learning about the world.

Health, Safety and Happiness – We promise to keep you safe and support your wellbeing. We will make sure you have opportunities to move your body for at least an hour every day and learn how to lead a healthy, safe, and happy life.

You Will Represent – We promise that every year you will grow in pride and confidence by representing your school or community in some way.

You Will Make Lifelong Memories and Feel Achievement – We promise that your time here will be full of enjoyment, achievement, and lasting memories that shape the person you are becoming.

Promises to our families

Your Children Come First – Your children are at the heart of our school. We make all our decisions based on what is the best for them. We build respectful relationships where every child is nurtured, listened to, and valued.

Safety, Health and Wellbeing – We promise a safe, caring environment, supported by well-trained staff, delivering a curriculum that helps children grow in confidence, independence, and the knowledge to keep safe and healthy in life.

High Expectations and Aspirations – We promise an ambitious curriculum and a wide breadth of opportunities so every child can explore, succeed, and realise their own potential, feel success and have adventure.

Excellence in Teaching – We promise to strive for the very best teaching every day. We will responsibly recruit our staff and train and support them well so that every child can flourish.

Partnership – We promise to work hand in hand with you, and with other professionals when needed, to support your child's growth, learning, and wellbeing.

Celebration – We promise to take joy in celebrating your child's journey – recognising both big achievements and the small steps along the way.

Welcome, Care and Support – We promise you will always be welcome here. Our doors are open to listen, support, and stand alongside you in both good times and challenges.

Fairness and Community Giving – We promise to keep the cost of school life, including trips and uniform, as low as possible, and to give back to our community wherever we can.

Promises to our community

Roots and Belonging – We will deliver a curriculum and develop pupils, rooted in the history, culture, and pride of our community.

Representation – We will give all children opportunities to represent the community with respect and pride.

Contribution – As a school we will make a positive difference through service, projects, and partnerships.

Openness – We will be an open, welcoming, inclusive school where all feel valued.

Excellence Beyond the Gates – We will prepare ambitious, compassionate young citizens who respect our community and contribute positively to the wider world.

2.0 Legislation and Guidance

This policy aligns fully with:

- North Lincolnshire Council's Anti-Bullying Strategy and guidance
- North Lincolnshire Council "Preventing and Tackling Bullying" guidance.
- The Children's MARS (multi-agency) safeguarding procedures
- Keeping Children Safe in Education (2025)
- The Equality Act 2010
- DfE "Preventing and Tackling Bullying" (2017)
- DfE "Cyberbullying: Advice for Headteachers and School Staff".
- This policy aligns with:
- Equality Act 2010.
- Our Behaviour Policy, Child Protection Policy, Online Safety Policy, RSHE/PSHE Policy (Jigsaw), SEND Policy.

3.0 Aims

- To prevent bullying through a whole-school safeguarding culture.
- To respond swiftly, fairly and consistently to all bullying concerns
- To safeguard children where bullying causes or risks significant harm
- To support victims and work restoratively with children who bully.
- To involve pupils, parents, staff and external agencies.
- To monitor and evaluate practice using CPOMS and pupil voice.

4.0 Definition of Bullying

Althorpe and Keadby Primary School's definition of bullying:

Bullying is ongoing, deliberate behaviour that upsets the victim. It is behaviour that is targeted and selective and can be direct (physical or verbal) or indirect (e.g. being ignored or cyber bullying). It may be one person or a group.

Bullying is defined as:

repeated behaviour which

- intended to hurt or harm
- involves an imbalance of power
- Causes ongoing and repeated physical or emotional harm. (to one or more individuals)

Bullying may be physical, verbal, relational, social or online.

When talking about bullying, it is very important to understand what bullying is not. Many times, a single act or behaviour is out of proportion, but it is not considered bullying.

Children (and sometimes adults) will often identify any aggressive behaviour as bullying. Although such behaviours are a source of concern and need attention, it is important to separate them from bullying. Such acts may include: isolated acts of aggression, unkind comments, arguments, exclusion from a game, teasing. It is when such acts become ongoing and intentionally hurtful that they become acts of bullying.

DfES Guidance advises that "Bullying is usually part of a pattern of behaviour rather than an isolated incident".

Bullying is not

- a single incident of unkindness, conflict, or a moment of poor behaviour. Even if very serious.
- one-off disagreement, fallout or argument between pupils
- a conflict where both pupils are equally involved and there is no power imbalance.
- The usual difficulties which can require support within friendship groups which are developmentally appropriate.

Bullying becomes bullying when behaviour is **deliberate**, **repeated** and involves an **imbalance of power**, causing harm or distress. This can be one targeted pupil or a group.

Children learn through mistakes and disagreements. Bullying is different: it happens *repeatedly*, is *intentional*, and involves a *power imbalance*. These behaviours are always taken seriously and investigated fully.

5.0 Identifying Bullying

It is important to remember that bullying behaviour forms part of a continuum of normal human behaviours. Children's behaviour may move along the continuum depending on their own personal characteristics, the circumstances around them, the way that this behaviour is responded to by others and the behaviours they see successfully modelled by others.

Behaviour such as the common use of discriminatory or pejorative language, or the inappropriate spreading of jokes and rumours that derives from a lack of understanding of the implications of such behaviour can be seen as unwitting bullying behaviour. This behaviour is a common contributory factor in the embedding of racist, sexist and homophobic cultures, and the proliferation of this behaviour outside school can make it particularly difficult for schools to challenge. However, through effective whole school approaches Althorpe and Keadby Primary School strives to reduce bullying and bullying behaviour within our community.

Bullying can take a number of forms, but some of the main types are::

- Physical (hitting, kicking, theft)
- Emotional (being unfriendly, tormenting, excluding)
- Racist (racial taunts, graffiti, gestures)
- Sexual (unwanted physical contact or abusive comments)
- verbal insults, threats, name-calling
- social exclusion and rumour-spreading
- cyberbullying via mobile, gaming or social media
- identity-based / prejudice-based bullying related to:
 - .1 Race
 - .2 Ethnicity
 - .3 Religion or belief
 - .4 Sexual orientation
 - .5 Gender identity / trans identity
 - .6 Disability / SEND
 - .7 Sex
 - .8 Socio-economic background
 - .9 Young carer status
 - .10 health or appearance

Bullying of specific groups

Bullying, Child Protection and Looked After Children

In some cases bullying behaviours can be linked to complex abusive experiences the child him/herself may have had or are having, in the home environment. Increasingly agencies are concerned that violence between partners in the home, for example, can lead children who experience it to begin to see it both as normal and acceptable behaviour and begin to model it themselves.

A child who has been subject to abuse (sexual, physical, emotional or neglect), is likely to have low self-esteem and lack confidence. This may mean they are more prone to being bullied than a child who has not had these experiences. Such children are also less likely to trust adults and may well be reticent about 'telling'.

It is vital that all staff within the school know who the named teacher with responsibility for Child Protection is, and how they implement Child Protection procedures, including those relating to reporting concerns about children involved in bullying. In extreme cases the school may report acts of bullying as a Criminal Law issue.

All Children Looked After have a Personal Education Plan. This plan can have anti-bullying strategies with review/monitoring in place. We also ensure regular home-school liaison with all CLA families.

Racist bullying

Racist bullying and individual incidents are unacceptable, and in some instances criminal. Althorpe and Keadby have a Race Equality Policy, to actively promote race equality and to record and report racial incidents.

Racist bullying can be very complex, rooted in historic cultural problems or current events, and not apparent to outsiders. If the victim or anyone perceives an incident as racist, it must be investigated and reported as a potential racist incident.

Bullying of children from faith communities

Some individuals are targeted for bullying because they adhere or are perceived to adhere to a particular faith. Such bullying is sometimes connected to racist bullying.

Homophobic bullying

This involves the targeting of individuals on the basis of their perceived or actual sexuality or sexual orientation. Homophobic bullying can also include name-calling such as the use of the word "gay" as an insult. Individuals are commonly singled out for abuse if they do not conform to a stereotypical masculine or feminine gender image. Homophobic language is always challenged immediately and repeated incidents reported and logged.

Gender bullying (Sexual harassment)

Sexual harassment or bullying by gender is not common at Holme Valley. However, we recognise that gender stereotypes and the experiences some children have of adult relationships can contribute to gender bullying. For further details refer to the Equality and Diversity Policy.

Bullying due to ability, disability or SEN

Pupils with SEN or disabilities may not be able to explain experiences as well as other children. However, they are at greater risk of being bullied. Children with behavioural problems may become 'provocative victims'. This behaviour may need to be addressed as a behaviour target on a Targeted Improvement Plan and shared with parents.

Bullying as Child-on-Child Abuse

Bullying is a form of child-on-child abuse. Where bullying involves:

- sexual harassment
- sexual violence
- coercive or controlling behaviour
- hate incidents or hate crime
- harmful online behaviour

It will be treated as a safeguarding concern. The DSL will follow local CMARs procedures and the school Safeguarding and Child Protection Policy.

6.0 Who is bullied?

A victim of bullying is an individual or group who suffers in any way as a direct result of intentional and persistent harassment and/or victimisation by another individual or group where that harassment and/or victimisation is an abuse of power and is intended to frighten, intimidate or harm. Victims commonly find it difficult to counteract bullying behaviour, or to report their experiences to those who may be able to help them.

There are two main types of victims of bullying:

- **Passive victims:** anxious, lacking in self-confidence, physically weak and unpopular. They do nothing to provoke attacks and do little, if anything, to defend themselves.
- **Provocative victims:** physically strong and active. They may have problems with concentration, which causes tension and irritation to those around them, provoking other children to turn on them. Adults, including the teacher may actively dislike them, and they may try to bully weaker students.

Bullies

The term bully is certainly more complex than stereotypes imply, as are their victims. **Confident bullies:** physically strong enjoy aggression, feel secure, average popularity **Anxious bullies:** weak academically, poor concentration, less popular, less secure **Bully/victim:** bullies in some situations, bullied in others, very unpopular. People bully for different reasons.

The reasons could be:

- to feel powerful
- jealousy
- to feel good about themselves
- to be in control
- because they want something (attention, possession or friends)
- to look good in front of other people
- to feel popular
- because of peer pressure

- to be big/clever
- for fun
- because they are being bullied themselves x because they see and pick on an easy target (small, won't tell anyone, lonely or different in some way)

We recognise that most parents/carers will find it hard to deal with the situation they are faced with when their child is involved in a bullying incident, sometimes even more so when their child is identified as a bully. Through working together we aim to help the parents to manage their feelings and find effective strategies at home and school to stop the bullying behaviour.

Bullying and the role of the group

The majority of children within our school are not involved in bullying themselves. However, they are likely to know that it is happening. Bullying is commonly a group activity, often with one perpetrator taking a leading role. Other children may be present and may play a number of subsequent roles. They may be broadly described as either colluders or bystanders. Colluders may assist the bully or may encourage the bullying by laughing, shouting and watching. Bystanders may be present, but may remain uninvolved whilst some children may either intervene directly to stop the bullying or may go and tell an adult.

In developing effective strategies we recognise the importance of this group behaviour. Harnessing peers in a positive way is effective as part of a whole school approach to tackling bullying, through:

- Attaching high importance to challenging bullying as part of a strong school ethos
- Teacher Continuous Professional Development
- Training for non-teaching staff.
- The curriculum
- Assemblies
- Pastoral systems
- Peer support initiatives
- Peer counselling
- School Council work
- Peer mediation
- Buddy system
- Mentoring
- Co-operative approaches to group work
- Improving mechanisms for reporting bullying

The impact of bullying on children and schools

Victims: In the short-term victims of bullying may become unhappy and distressed. Their self-image is damaged and they may feel anxious and insecure. This may affect their concentration, their learning and their achievement and can contribute to problems with attendance, motivation and general health and well-being. They may begin to view themselves as failures. Extreme cases have led to self-harm and even suicides.

Bullies: Those who bully successfully are likely to continue using bullying behaviours in their relationships with other children and adults. This can become part of more generally antisocial and disordered behaviour patterns.

School: The reputation of the school will suffer if schools are not seen to address concerns about bullying positively and raise the profile of their anti-bullying work among the whole school community.

Academic attainment and attendance: Bullying impacts negatively on the achievement of individuals in school and consequently on the achievement of the school as a whole. Children who do not feel safe at school are unlikely to perform to the best of their ability academically and commonly lack confidence, concentration and motivation. Bullying also has a major effect on attendance, with those truanting or refusing to attend school frequently citing bullying as a factor in this behaviour.

At Althorpe and Keadby Primary School we believe that a healthy and strongly supportive school ethos is one of the most important anti-bullying tools a school possesses.

What are the signs and symptoms of bullying?

A person may indicate by signs or behaviours that they are being bullied. Everyone should be aware of these possible signs and should investigate if the person;

- Is frightened of walking to or from school or changes route

- Begs to be driven to school
- Changes their usual routine
- Is unwilling to go to school
- Becomes withdrawn, anxious or lacking in confidence
- Becomes aggressive, abusive, disruptive or unreasonable
- Starts stammering
- Threatens or attempts suicide
- Threatens or attempts self-harm
- Threatens or attempts to run away
- Cries themselves to sleep at night or has nightmares
- Feels ill in the morning
- Performance in school work begins to drop
- Comes home with clothes torn, property damaged or 'missing'
- Asks for money or starts stealing money
- Has unexplained cuts or bruises
- Comes home 'starving'
- Bullying others
- Changes in eating habits
- Is frightened to say what is wrong
- Afraid to use the internet or mobile phone
- Nervous or jumpy when a cyber message is received
- Gives improbable excuses for their behaviour.

7.0 Roles and Responsibilities

Governors:

- Monitor bullying trends annually.
- Ensure policy is implemented effectively.

Headteacher:

- Promote a culture of safety and respect.
- Ensure effective dissemination of Policy and Procedure
- Ensure a clear proactive curriculum is in place.
- Ensure training and consistency.
- Oversee investigations.
- Monitor incidents on CPOMS.
- Work with external agencies where required.

All Staff:

- Respond immediately to concerns.
- Log concerns on CPOMS.
- Model positive behaviour.

Pupils:

- Treat others respectfully.
- Actively engage in appropriate curriculum including any specific targeted work
- Report concerns.

Parents/Carers:

- Work in partnership.
- Report concerns promptly.

8.0 How do we Prevent Bullying at Althorpe and Keadby

At Althorpe and Keadby we will foster a clear understanding that bullying, in any form, is not acceptable. This can be done by:

- Developing an effective anti-bullying policy and practice. The school will then become a safer and happier environment, with consequent improvements in attitudes, behaviour, and relationships and with a positive impact on learning and achievement.
- A clear, well planned and effectively delivered PHSE curriculum which covers bullying and discrimination in all its forms and how to tackle it
- Regular praise of positive and supportive behaviour by all staff.
- Work in school which develops empathy and emotional intelligence
- Assemblies about bullying e.g. anti-bullying week – cyber bullying.
- Any incidents treated seriously and dealt with immediately.
- Buddy system
- Bullying incidents logged
- Staff training

The best way to tackle Bullying is through a robust, well thought and clear curriculum.

Our preventive approach includes:

INCLUDE SNIP OF 2 YEAR CYCLE OF JIGSAW? EVOLVE AND WIDER SAFEGUARDING CURRICULUM

A. Comprehensive PHSE curriculum. The backbone of our PHSE curriculum is Jigsaw this (Jigsaw + Project Evolve + Big Talk + NSPCC)

We teach anti-bullying, online safety and relationships specifically through:

Jigsaw PSHE 3–11

- “Being Me in My World” – belonging, rights, responsibilities.
- “Celebrating Difference” – identity, prejudice, bullying.
- “Relationships” – conflict resolution, healthy friendships.
- “Changing Me” – emotional regulation and self-worth.

Project Evolve (Education for a Connected World)

A comprehensive, progressive digital citizenship and online safety curriculum covering:

- self-image
- online relationships
- online bullying
- managing information
- copyright
- privacy and security

This ensures we have an *above and beyond* online safety curriculum.

NSPCC Speak Out Stay Safe – delivered annually

Teaches pupils:

- how to recognise abuse
- how to speak out
- how to get help

Big Talk RSE (specialist provider)

Delivers high-quality, age-appropriate relationships & sex education focusing on:

- safe touch
- consent foundations
- body autonomy
- respectful relationships

This can also include small group or targeted individual work if needed

Community Support Officers

Local PCSOs deliver:

- online safety workshops
- anti-bullying sessions
- community safety education

9.0 School Environment & Culture

A positive school culture is the foundation of all effective anti-bullying work. Children thrive in an environment where kindness, respect and inclusion are modelled every day by adults and celebrated among pupils. A strong, consistent culture helps prevent bullying by shaping expectations, guiding behaviour and making it clear that everyone belongs. When children feel safe, listened to and valued, they are far more likely to speak out, seek help and support one another. Through daily routines, relationships, language and shared values, our school culture actively teaches children how to care for themselves, each other and their community.

Althorpe and Keadby Maintain this by ensuring

- High Adult presence at start and end of school day to ensure parents/ carers and children can raise concerns easily
- Consistent, trusted and obvious adult presence across the school site.
- Well-maintained, supervised playgrounds.
- "Worry boxes" and trusted adult systems.
- Regular assemblies, circle times and student voice activities.

10.0. Reporting Concerns

Pupils are actively taught the following to keep them safe:

- If they have concerns about bullying (of themselves or peers) they can approach and tell any adult
- use worry boxes around school
- ask parents or other trusted adults to contact school
- If still not confident they can confide in a friend or a trusted pupil (e.g house captain) who will raise the concern for you

Parents can:

- Approach any member of staff at the start or end of the school day
- contact class teacher or senior staff
- request meetings with the Headteacher or DSL
- Contact school through the admin.althorpekeadby@northlincs.gov.uk email address
- Send a message on Arbor
- Send a message on SeeSaw

Staff must:

1. Listen and reassure.
2. Log incident on CPOMS same day under parent contact.
3. Inform a member of SLT and DSL.

11.0 Responding to Bullying

When bullying is reported or suspected, our response must be calm, consistent and focused on safeguarding the wellbeing of every child involved. A timely, thorough response helps ensure that bullying is stopped quickly, that children feel heard and supported, and that families have confidence in the school's approach. We recognise that bullying can have a significant impact on a child's emotional, social and academic development, so every concern—no matter how small it may seem—is taken seriously. Through clear procedures, sensitive communication and appropriate support, we aim to resolve issues restoratively, prevent further harm and rebuild safe, respectful relationships.

Steps:

1. Ensure safety.
2. Investigate:
 - speak to all children involved
 - gather evidence
 - record clearly on CPOMS
3. Determine whether behaviour is bullying.
4. Notify parents within one school day where appropriate.
5. Agree actions & support.

A. Support for Victims:

- trusted adult check-ins
- safe spaces
- adjustments to routine
- pastoral support (ELSA/nurture groups)
- external referrals where required

B. Support for Children Who Bully:

- restorative conversations
- behaviour plans
- curriculum work on bullying/ empathy or specific behaviours demonstrated. This may include external referrals where required.
- parental meetings
- sanctions according to Behaviour Policy
- referral to external agencies if needed

C. Safeguarding:

Where thresholds are met, DSL follows MARs and local police/children's services guidance.

12.0 Cyberbullying

Cyberbullying is bullying that takes place through digital devices such as phones, tablets, gaming platforms or social media. Although it happens online, its impact is very real. Online behaviour can be constant, far-reaching and difficult for children to escape, so we treat cyberbullying with the same seriousness as face-to-face bullying. We teach pupils how to use technology safely and respectfully and work closely with parents, carers and external partners to address concerns swiftly, remove harmful content where possible and support all children involved.- Dealt with as seriously as in-person bullying.

- Evidence gathered (screenshots etc.).
- Actions may involve ISPs, police or external agencies.
- Applies to out-of-school incidents where they impact child welfare.
- Connected to our above-and-beyond online safety curriculum.

13.0 Vulnerable Pupils

We recognise that there is a heightened risk for certain pupil groups when it comes to bullying. These include but are not limited to:

- SEND pupils
- children in care
- young carers
- LGBTQ+ children
- children from minority ethnic groups
- children with medical needs
- children experiencing hardship

We ensure:

- these pupils have additional opportunities to make relationships with trusted adults
- additional supervision
- reasonable adjustments
- clear reporting routes

14.0 Monitoring and Evaluation

- All suspected or confirmed bullying incidents will be recorded on CPOMS.
- Trends analysed termly by SLT Fran Sorbie Behaviour Lead and Lauren White PHSE lead .
- Governors receive termly data reports and an annual analysis and action plan.
- Pupil/parent surveys inform improvements.
- Pupils Stay Safe survey
- Policy reviewed annually.

15.0. Communication

- School Policy shared with Governance
- Once approved published on school website.
- Child-friendly charter displayed in school.
- Information shared during induction and parent meetings.
- Pupil Assemblies
- Parent and Pupil leaflets

Advice for parents/carers

- Often the first indication that a child is being bullied is when a parent or carer contacts the school to express a concern. Such concerns will always be investigated immediately and many can be quickly resolved. However, establishing facts can sometimes take a long time, and may not always be possible. In such cases, the situation will be recorded and monitored.
- Positive actions are needed, as negative actions may drive the problem underground. If in doubt, contact the school.
- Telling a child to hit back will usually escalate the problem.
- The school will deal with each situation in the most effective way for the individuals concerned. This may not always be apparent to all parties concerned, as punishment alone cannot solve the problems. Also the school will only discuss particular pupils with their own parents or carers.
- It is important for parents/carers not to take matters into their own hands. Rushing to confront the parents of a child who may be bullying or the child him/herself can lead to serious arguments or even allegations of assault. If a parent/carers is not satisfied with the way the school has dealt with the bullying, they should in the first instance arrange a meeting with the Headteacher. If the matter is still unresolved, they may follow the procedures set out in the school's Complaints Policy, which is available on request from the school office.

Appendix A – Pupil Anti-Bullying Charter

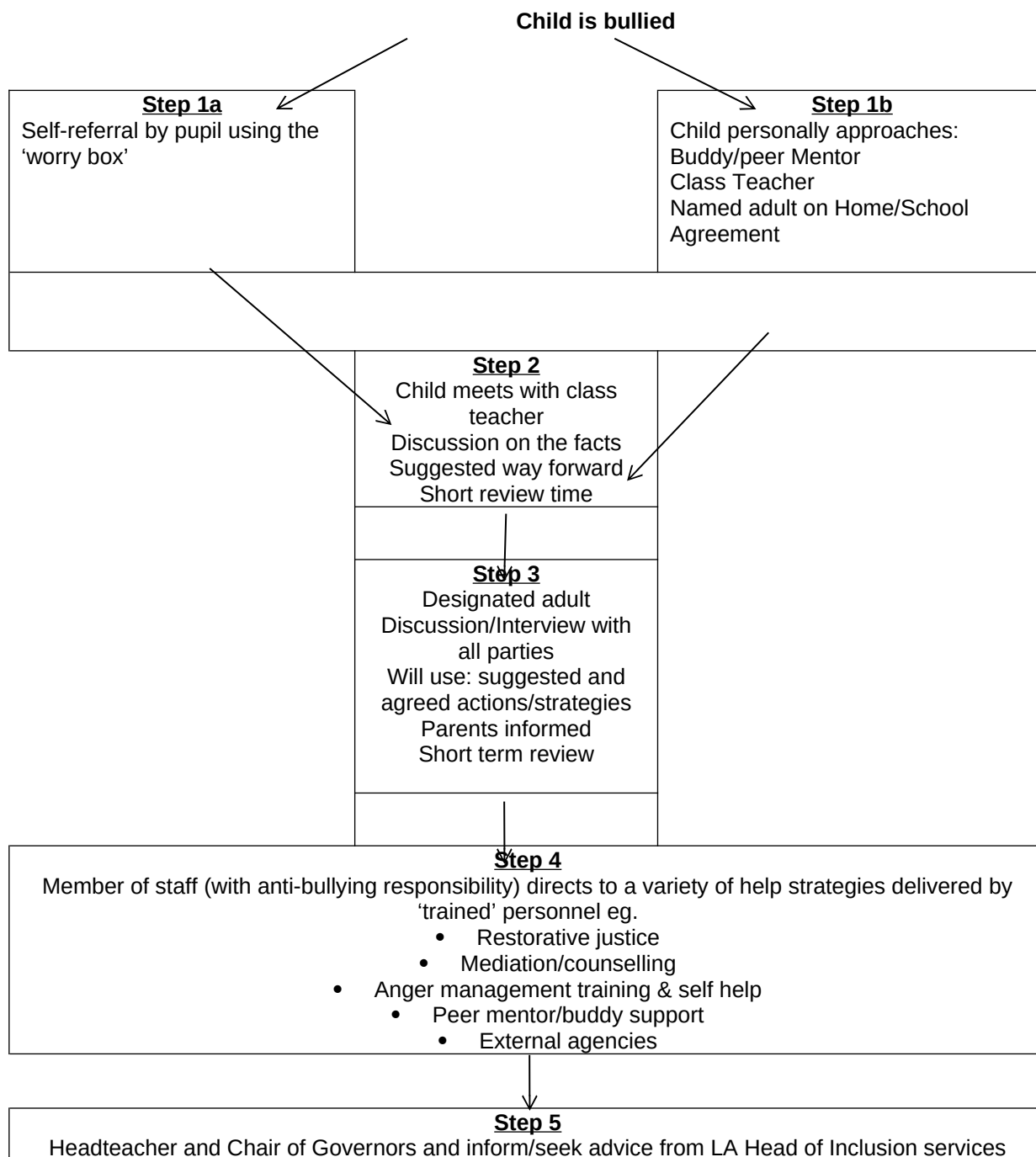
At Althorpe and Keadby:

- We are kind and respectful.
- Bullying is not ok.
- We tell a trusted adult if we're worried.
- We help others by speaking up.
- We include everyone.
- We use technology safely and kindly.

Appendix B – Pathways of Help

Child reports → Staff listen → CPOMS recorded → SLT/ DSL investigates → Parents informed → Actions agreed in pupil action plan → Review after 2–4 weeks.

RECOMMENDED PROCEDURES IN SCHOOL FOR REPORTING BULLYING PATHWAYS OF HELP



Appendix C – Key Sources

- North Lincs Anti-Bullying Strategy
- Children's MARS safeguarding guidance
- DfE Preventing and Tackling Bullying (2017)
- DfE Cyberbullying guidance
- Equality Act 2010
- Project Evolve
- NSPCC Speak Out Stay Safe
- Big Talk Education

Appendix D - Support Agencies

Anti-bullying Alliance - the alliance brings together over 60 organisations into one network with the aim of reducing bullying. Their website has a parent section with links to recommended organisations who can help with bullying issues

www.anti-bullyingalliance.org.uk

Kidscape

www.kidscape.org.uk

02077303300

Childline – advice and stories from children who have survived bullying 08000 1111

Bullying on line

www.bullying.co.uk

Parentline Plus – advice and links for parents www.parentlineplus.org.uk

08088002222

Parents Against Bullying

01928 576152

Useful sources of information

Stonewall - the gay equality organisation founded in 1989. Founding members include Sir Ian McKellen.

www.stonewall.org.uk.

Cyberbullying.org - one of the first websites set up in this area, for young people, providing advice around preventing and taking action against cyberbullying. A Canadian based site

www.cyberbullying.org

Chatdanger - a website that informs about the potential dangers online (including bullying), and advice on how to stay safe while chatting

www.chatdanger.com

Think U Know - the Child Exploitation and Online Protection Centre (CEOP), has produced a set of resources around internet safety for secondary schools www.thinkuknow.co.uk

Know IT All for Parents – a range of resources for primary and secondary schools by Childnet International. Has a sample family agreement www.childnet-int.org/kia/parents

Appendix E - Important factors about children to take account of:

Key Stages 1 and 2 (five to 11 years)

Most children make an easy **transition** when they start school, but for some it can be a daunting experience. Children who have not had any pre-school education may find it especially hard. Some children just take a little longer to 'settle in' and to make new friends. They may need support in doing so. Bullying affects all age groups but it is especially hard for young children to ask for help or know how to deal with it.

There are growing pressures for children to **do well at school** with the introduction of standard testing at ages seven and 11. Failure can lead to a sense of personal disappointment, especially if there are pressures from the family to achieve high standards.

Family break-up is a reality for many children and may cause mental health problems, making them feel anxious, guilty or responsible for the situation. Children of this age may find it hard to express how they feel. Even very young children need the chance to talk about what is going on and to be reassured that they are not to blame.

Self-image is an important issue for all children and young people, but may have an especially important towards the end of Key Stage 2. The way young people feel about their looks, body shape and size, and how they believe other people see them, is closely tied up with self-esteem. Growing sexual awareness may be a source of anxiety for some children, and these issues are addressed sensitively through the school's PSHCE policy, including the involvement of the school nurse service who hold workshops for the Year 6 children in the Summer term.

Appendix 2

Developing proactive approaches to tackling bullying through the curriculum

PSHCE

Not all of PSHCE is a statutory part of the curriculum, but it covers topics that are important if we want our children and young people to grow up emotionally and mentally healthy. Some of these topics are very obviously about emotional health and wellbeing - how to express your feelings, cope with family problems, develop self-esteem etc. However, it also includes opportunities for children and young people to develop a range of interpersonal skills necessary for growing up, such as empathy, communicating with each other, making friends, and making informed decisions. This range of skills contributes to keeping children and young people mentally healthy.

There is a great deal to cover in the PSHCE curriculum, in very little time. However, there are opportunities to develop, and/or reinforce the various topics across and beyond the curriculum. The following are relevant national curriculum statements for each Key Stage. This information was taken from the National Curriculum website - www.nc.uk.net.

Key Stage 1

The PSHCE curriculum guides students to:

- * Recognise what they like and dislike, what is fair and unfair, and what is right and wrong - including inappropriate touching
- * Share their opinions on things that matter to them and explain their views
- * Recognise, name and deal with their feelings in a positive way
- * Think about themselves, learn from their experiences and recognise and enjoy what they are good at.
- * Realise that people and other living things have needs, and that they have responsibilities to meet them (How they affect other people)
- * How to make simple choices that improve their health and wellbeing
- * Listen to other people, and play and work co-operatively
- * Identify and respect the differences and similarities between people
- * Acknowledge that family and friends should care for each other
- * Learn about bullying - there are different types, that it is wrong, and how to get help to deal with bullying.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- * There are opportunities to develop speaking, listening, and group work, and to explore situations and emotions within the English curriculum.

Science

- * How to treat animals with care and sensitivity. Link this to how your actions can affect another creature
- * Recognise similarities and differences between themselves and others, and to treat others with sensitivity.

PE

- * Knowledge and understanding of fitness and health. Include how exercise can help you deal with your stress. Identify the benefits of being involved in sport for forming relationships, learning interdependence, etc
- * Dance activities. Use dance to express and communicate ideas and feelings. Also, cover dance from different times and cultures to explore differences.

ICT

- * How to find information. Look for information about emotional health and wellbeing.

Art and design

- * Exploring and developing ideas. A good opportunity to explore and communicate feelings.

Key Stage 1 activities should include the importance of friendship, positive ways of coping with life's ups and downs, recognising that everyone has similar worries, and coping with disappointment. Students could fill in charts, draw, write about or talk through how they feel in a variety of situations, complete stories, make collages or explore ideas further through dance and drama. Older students could draw a cartoon strip or write an article for a magazine.

Also try using Welltown, (on www.wiredforhealth.gov.uk) the Healthy Schools interactive site designed for Key Stage 1 pupils. This website includes online and downloadable activities.

Key Stage 2

The PSHCE curriculum guides students to:

- * Be able to talk and write about their own opinions, and explain their views
- * Being able to recognise self-worth, their achievements, and their good points
- * Being able to face new challenges by collecting information, looking for help, making responsible choices and taking action
- * Recognise that as they approach puberty, their emotions can change
- * How to deal with their feelings towards themselves, their family and others in a positive way
- * Realise the consequences of anti-social and aggressive behaviours such as bullying and racism
- * What makes for a healthy lifestyle - what affects mental health, and how to make informed choices
- * Pressure to behave in an unacceptable or risky way - whether from friends or adults. How to get help, and use basic techniques for resisting pressure

- * How their actions affect themselves and others. To care about other people's feelings and try to see their point of view
- * Think about the different types of relationships - includes marriage and friendships. Develop the skills necessary for forming relationships
- * Realise the nature and consequence of racism, bullying and aggressive behaviours and how to respond to them and ask for help
- * Appreciate the differences and similarities between people - can include disabilities, mental health problems, as well as racial and cultural differences
- * Where individuals, families and groups can go to get help and support.

There are other opportunities to reinforce these topics across the wider curriculum:

English

- * There are opportunities to develop speaking, listening, and group work within the English curriculum, and there are opportunities to learn how to read and understand a text. This will help to give students the skills to discuss and reflect on important issues that might come up in their school or private life.

ICT

- * How to find information. Find and retrieve information about mental health.

PE

- * Knowledge and understanding of fitness and health. Include the place of exercise in helping to deal with stress, and the benefits of being involved in sport for forming relationships, independence, etc.

Key Stage 2 activities should address self-image, friendship, recognising individual resilience and coping strategies, hopes and fears for the future, feelings and emotions. Additionally activities could address difficult situations that children may experience, such as family conflict, bullying, problems with schoolwork, being left out, abuse, and knowing right from wrong. Students could draw, write stories and use drama to explore issues that they may otherwise have difficulty talking about. Also try using Galaxy-H, (on www.wiredforhealth.gov.uk) an interactive site designed for Key Stage 2 pupils. This contains online and downloadable activities.

Appendix 3 Government guidance

Key Guidance and Legislative Frameworks

Promoting children's mental health within early years and school settings. DfES, 2001. Available from www.dfes.gov.uk/mentalhealth

Intervening early: a snapshot of approaches primary schools can use to help children get the best from school. DfES/Coram Family. Available from www.dfes.gov.uk/sen

Social Inclusion: Pupil Support: The Secretary of State's guidance on pupil attendance, behaviour, exclusion and re-integration. DfEE, circular No. 10/99. Available from www.dfes.gov.uk/publications/guidanceonthelaw

Bullying: Don't Suffer in Silence: An Anti-Bullying Pack for Schools. DfES, 2001. Available from www.dfes.gov.uk/bullying

Protecting Children from Abuse: The Role of the Education Service. DfEE Circular 10/95. Available from www.dfes.gov.uk/publications/guidanceonthelaw

Curriculum

The National Curriculum Handbook for Primary Teachers in England: Key Stages 1 & 2. The National Curriculum Handbook for Secondary Teachers in England: Key Stages 3 & 4. Stationery Office, 2000. Available from www.nc.uk.net

PSHE guidance

Personal, Social and Health Education and Citizenship at Key Stages 1 and 2: Initial Guidance for Schools. Personal, Social and Health Education at Key Stages 3 and 4: Initial Guidance for Schools. QCA, 2000. Available from www.qca.org.uk

National Healthy School Standard

National Healthy Schools Standard: Guidance, DfEE, 1999. Further information on the National Health Schools Standard.

Legal information

Below are some references to the various acts and conventions:

SEN Code of Practice 2001

Available from www.dfes.gov.uk/sen

The 1998 Human Rights Act

Stationery Office, 2000

www.hms.o.gov.uk/acts/acts1998/19980042.htm

Specific Legal Advice

For legal advice about a specific child, you could contact the Children's Legal Centre

www.childrenslegalcentre.com

New guidance on school exclusion

Amendment to Chapter 6 and Annex D of DfES Circular 10/99, and applies to all pupil referral units and all maintained schools. Available from: www.teachernet.gov.uk

The Circular referred to here is 10/99 - www.dfes.gov.uk/publications/guidanceonthelaw/10-99/10-99.htm

Schemes of work

There are schemes of work for the statutory elements of the curriculum. These can all be found at www.standards.dfes.gov.uk/schemes

They provide information, which will help you plan and implement the National Curriculum. It includes lesson ideas and downloadable materials. Unfortunately, there aren't any schemes for PSHE, but now that citizenship will be compulsory for Key Stages 3 and 4, there are schemes of work to accompany it.

You can access these by going to the following:

Citizenship at Key Stage 4:

www.standards.dfes.gov.uk/schemes2/ks4citizenship/

Citizenship at Key Stage 3:

www.standards.dfes.gov.uk/schemes2/citizenship/

This particular document looks at teaching citizenship through PSHE at Key Stage 3:

www.standards.dfes.gov.uk/schemes2/citizenship/sec_pshe/

If you are looking for guidance on PSHE, the Qualifications and Curriculum Authority (QCA) has produced guidance for PSHE for all of the key stages. This includes information on how it links in with other key initiatives such as the National Healthy School Standard. The guidance is available from www.qca.org.uk

Behaviour and Education Support Teams (BESTs)

These multi-agency teams will work closely with defined groups of schools to promote positive behaviour in all pupils. www.teachernet.gov.uk/Management/workingwithothers/