



# Anti-bullying Policy

Reviewed: 15<sup>th</sup> December 2025

Reviewed by: Andrew Mynett

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## Rationale

Our school is completely opposed to bullying and will not tolerate it. All members of our school community have a right to work in a secure and caring environment. They also have a responsibility to contribute, in whatever way they can, to the protection and maintenance of this environment. This Policy provides guidelines to minimise the risk of bullying by raising awareness and providing strategies for prevention, as well as dealing with any incidents of bullying should they arise.

## Aims

- To protect pupils, staff and visitors.
- To encourage positive behaviour to enable children to work in a secure atmosphere.
- To provide a caring, friendly and safe environment for all of our pupils.
- To celebrate diversity and difference and promote the message 'All different. All equal'.
- To prevent bullying
- To provide guidelines for the identification of bullying.
- To provide procedures for addressing incidents of bullying and to minimise the risk of re-occurrence.
- To promote an anti-bullying ethos amongst the whole school community.
- To deal with all bullying incidents promptly and effectively.
- To support the social and emotional well-being of all pupils.
- To work closely with families to achieve the above.
- To report and work within legislative frameworks to safeguard young people.

## Legislation

Every school must have measures in place to prevent all forms of bullying. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

The Equality Act 2010 replaced previous anti-discrimination laws with a single Act. A key provision is a public sector Equality Duty, which came into force on 5 April 2011. It replaced the three previous public sector equality duties for race, disability and gender, and covers age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The Duty has three aims. It requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the act.

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Maintained schools and Academies are required to comply with the new Equality Duty. Part 6 of the Act makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in relation to admissions, the way it provides education for pupils, provision of pupil access to any benefit, facility or service, or by excluding a pupil or subjecting them to any other detriment. In England and Wales Part 6 of the Act applies to maintained schools and Academies and to other independent schools.

### **Safeguarding children and young people**

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to the Doncaster Children's Trust Referral and Response Service. Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support a pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

Additional support may be accessed from:

The Early Help Co-ordinator, Children and Young Persons Police Officer, Educational Psychology Service, Child and adolescent mental health services (CAMHS), School Nursing team, Doncaster Pride, National anti-bullying charities, Anti-Bullying Alliance, Stonewall, CEOP, NSPCC etc.

### **Criminal law**

Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence, for example under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, the Public Order Act 1986 and the Equality Act 2010.

If school staff feel that an offence may have been committed they should seek assistance from the police. For example, under the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender. Tranmoor Primary School has a social media policy in place.

## Definition of bullying

Bullying is an act of aggression, causing embarrassment, pain or discomfort to someone. It can take a number of forms; physical, emotional, verbal, making gestures, extortion, exclusion or through cyberspace. It is an abuse of power. It can be planned and organised, or it may be unintentional. It may be perpetrated by individuals or by groups of pupils.

- Bullying behaviour deliberately causes hurt (either physically or emotionally).
- Bullying behaviour is repetitive (though one off incidents' such as the posting of an image, or the sending of a text that is then forwarded to a group, can quickly become repetitive and spiral into bullying behaviour).
- Bullying behaviour involves an imbalance of power (the person on the receiving end feels like they can't defend themselves).

Bullying is not:

- teasing and banter between friends without intention to cause hurt;
- falling out between friends after a quarrel or disagreement;
- behaviour that all parties have consented to and enjoy (though coercion can be very subtle).

The key characteristics that turn unkindness into bullying are:

- that it is repeated and goes on over time;
  - that it is deliberate and not accidental;
- that it involves the person doing the bullying having some power over the person experiencing the bullying (either because they are bigger, stronger, have more friends or have something the person wants)

## Forms of Bullying

Bullying can take many forms.

- Physical: e.g. pushing, kicking, pinching, including threats
- Verbal: e.g. name calling, sarcasm, persistent teasing, and threats
- Emotional: e.g. humiliation, exclusion from groups / activities
- Cyber: e.g. by use of mobile phones, Internet, social networking, Apps, gaming
- Damage to property: e.g. demanding, stealing or damaging possessions, graffiti
- Sexual: e.g. unwanted physical contact, abusive comments

All situations where a child or children repeatedly use emotional, verbal or physical means to deliberately hurt another child or group of children, we consider to be bullying.

Although not an exhaustive list, examples of bullying behaviours are:

- Name calling/putdowns
- Deliberately leaving someone out
- Taking friends away from someone
- Telling other people not to be friends with someone
- Stealing things from someone
- Spreading false rumours about someone
- Physical: hitting; pinching; hair-pulling, tripping up, pushing etc
- Taking someone's things or demanding to have them
- Damaging someone's possessions
- Making threats
- Making negative remarks about a person's culture, religion; skin colour; family, home, sexual orientation, gender, identity etc.
- Saying negative things about someone's look/body appearance.
- Making remarks about disability or physical condition
- Picking on something that is different: clothes; accent; being poor or rich; being clever; not being able to do something; wearing glasses; being shy
- Picking on children because they act differently to the way a bully thinks boys and girls should act (e.g. a boy playing skipping; a girl having a very short haircut)
- Making nasty phone calls; sending nasty emails or text messages; posting negative comments on social networking sites

Bullying is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, gender identity, SEN or disabilities, appearance or health conditions or because a pupil is adopted or has caring responsibilities. It might be motivated by actual differences between pupils, or perceived differences. Staff are aware of indicators of Child Sexual Exploitation and Domestic Abuse and know how a 'bully' can identify a potential victim to exploit.

### **Cyber-bullying**

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content with a click.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones.

Tranmoor Primary School has CEOP trained staff and all pupils are taught how to use the CEOP button report any on-line concerns.

### **Preventing Bullying**

This policy is available to parents/carers on request and is on the school website.

To provide a caring, friendly and safe environment for all of our pupils. We will: -

- Have whole school rules which all children know and understand.
- Have whole school outdoor rules which all children know and understand.
- Provide playtime zones for children to play purposefully in.
- Have a calm area in the library where children can be closely supervised at break times.
- Support children emotionally so they are willing try new things and learn from their mistakes.
- Implement One Life Practices to “reflect not respond” and in order to unpick children’s feelings.
- Signposting to Childline and where to access support should our children feel overwhelmed.

To encourage positive behaviour, to enable children to work in a secure atmosphere. We will: -

- Have a clear “Relationships & Behaviour Policy”.
- Have clearly defined routines and procedures which children are consistently reminded of.
- Reward positive behaviour on an individual and class level.
- Develop self-esteem in children through work in PSHE and Values education sessions.
- Train pupils as peer mentors to provide peer support on the playground.

### Identifying Bullying

We are committed to providing a caring, friendly and safe environment for all of our pupils so that they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a TELLING school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Tranmoor Primary School prides itself on close partnership working with parents and carers, and we rely on parents to inform us if incidents of bullying are reported or suspected at home. Similarly, school staff will sensitively report to the parents and carers of all pupils involved in any incidents that may be perceived as bullying situations.

To develop an ethos where bullying is not tolerated and where pupils are expected to TELL. We will: -

- Take all reported incidents of bullying seriously.

- Closely monitor children in difficulty.
- Encourage children to be respectful and tolerant of each other.
- Use PSHE/ Values Education lessons to incorporate work on anti-bullying issues.
- Role-play how to deal with bullying.
- Promote anti-bullying ethos during school assemblies and 'Anti-bullying' week.
- Be alert for any possible signs that a child may be being bullied. (See Appendix 1)
- Arrange delivery of the NSPCC and ChildLine programme in school every two years.

## Dealing with Bullying

We will: -

- Monitor pupil behaviour and log all incidents on CPOMS so patterns of behaviour can be identified and acted upon.
- Respond to all reported incidents of bullying by following 5 steps.  
**Listen. Record. Investigate. Respond. Follow up.**
- Involve parents and carers. Regular review meetings are held with parents/carers of children involved in bullying incidents.

When an incident of bullying is reported the following procedures will be carried out.

### 1. Listen

- Recognise that the parent or carer may be angry or upset.
- Keep an open mind – bullying can be difficult to detect so a lack of staff awareness does not mean the bullying has not occurred.
- Remain calm and understanding.
- Make clear that the school does care and that something will be done.
- Explain the school policy and the procedures that will be followed.

### 2. Record

- Record incident on CPOMS and notify appropriate staff and SLT. This will provide a record of **when** the bullying occurred, **who** was involved, **how** often it has happened, **where** it has happened, **what** exactly happened and any reasons **why** it may have happened. This report will become the basis for investigating the allegation and recording future action.

### 3. Investigate

- Discuss the incident with the child individually.
- Support the child by ensuring that he or she feels they are listened to and by assuring the child that all incidents of bullying are taken seriously.
- Explain how he or she will be supported and how the incident will be dealt with.
- Discuss the incident with the child who has been accused. Witnesses may also be interviewed.

- Explain why you are meeting with the child.
- Remain calm and non-judgemental to ensure that the child feels he or she is listened to.
- Assure the pupil that all incidents of bullying are taken seriously and that, regardless of the reasons, you disapprove of all acts of bullying.
- Explain how he or she will be supported and how the incident will be dealt with.

Attempt to help both the bully and the victim to:-

- See the situation from another perspective.
- Explore the causes and effects of the incident.
- Identify how the situation could have been avoided or resolved.
- Think about how they can resolve the present conflict.

#### **4. Respond**

After investigation, if bullying is detected, a course of action will be decided in consultation with SLT. Each course of action will be dependent on the nature of the bullying and the children involved. Each situation will be different and so solutions are difficult to 'set in stone'.

School staff will apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. Consequences will 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. Staff understand that it is also important to consider the motivation behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the pupil engaging in bullying will be offered support themselves.

Parents / carers of victims and bullies will be contacted by staff to discuss the problems and the planned way forward. The views of parents / carers will be taken into account and valued although determining appropriate sanctions is the responsibility of school staff only.

Actions taken may include withdrawal of certain children from the playground; use of playground buddies; teacher monitoring (all staff will be informed of the situation via Key Messages); friendship groups; social skills groups; Thrive support; Lunch Club or Playtime Club. Underpinning our approach, will be our belief that a bully needs help and that a consequence will be necessary but will not be the solution. Consequences could range from warnings to exclusions for serious incidents. Cyberbullying may be reported to the police.

In most cases a problem-solving approach may be the best solution – involving victims, bullies and perhaps other children in solving the problem. To help the children gain insight into their behaviour and to consider ways of avoiding or resolving the difficulties which they are experiencing school staff would:-



- See both pupils together to discuss the problem and possible solutions.
- Remain calm and non-judgemental when the children talk through their understanding of the problem.
- Listen more than you speak. Don't assume that you know how the children feel or anticipate what they want to say.
- Paraphrase what you have been told to show that you understand what the pupils have said.
- Encourage the children through your questions, to reflect on their behaviour and factors which may have influenced it.
- Encourage the pupils to identify how they can resolve current difficulties and avoid the problems happening again.
- Complete the relevant sections of the Bullying Incident Report.
- Ensure that the parents/ carers of both children are aware of the situation and introduce a Home- school Book for both children to ensure effective communication between home and school.
- When informing parents/ carers it is often helpful to use a problem solving approach: 'It seems your child and (other child) have not been getting on very well lately' rather than 'Your child has been bullying (other child)'.
- Blame is more likely to make the parents/ carers react defensively and make it difficult to resolve the problem.

If bullying is not detected this does not always mean that bullying is not happening. Parents / carers of the children involved in the situation will be informed and those involved (potential bullies and victims) will be monitored regularly and review meetings will be planned.

## **5. Follow up**

- Hold a review meeting after two weeks.
- Talk to both children individually and then together.
- Update CPOMS with follow up decision.
- A further follow up is recommended in the following half term to ensure that the bullying has not resumed.
- If there is evidence of further bullying incidents a meeting with the head teacher and parents/ carers of the child should be arranged to discuss further strategies.
- The parents/carers of the bully should also meet with the head teacher to discuss further action to be taken.

## **Pupils on the Autism Spectrum**

Where the term 'autism spectrum' is used, it refers to children and young people who are affected in a variety of ways by their condition. It also includes children and young people with a diagnosis of Pathological Demand Avoidance.

Autism spectrum affects the development of pupils' communication, social relationships, flexible thinking and sensory processing. Social interaction can be a complex issue for

children and young people on the autism spectrum as it is impacted upon by varying degrees of difficulty in all of these areas, in particular, regarding social understanding and empathy. This means that children and young people on the autism spectrum may be vulnerable both to being targeted as well as becoming involved in using behaviour which may be perceived as bullying behaviour.

There are also some children and young people on the autism spectrum who misinterpret social interaction. This may make them vulnerable to being targeted if they do not recognise inappropriate or unacceptable behaviour, or, if they do not have the appropriate strategies to deal with it. It may mean that they report having being bullied when there has not been an incident of bullying behaviour if they have misinterpreted an interaction or situation.

Some children and young people may be at risk of using behaviour themselves to provoke negative reactions in others which could be perceived as bullying. However, it must be remembered that they may lack the emotional understanding or empathy to appreciate the implications of their actions. Sometimes, their actions or words can simply be as a result of copying something they have watched on television or the internet, and may not carry any harmful intent. This does not lessen the impact on the recipient, but does affect the interpretation of the situation. These different and complex situations will require careful identification and sensitive intervention which should be done openly in staff teams and with support of the family.

### **Staff**

All bullying behaviour towards any member of the school staff is unacceptable, whether by parents and carers or other staff.

- Any report of such incidents will be dealt with promptly
- Incidents and investigations will be handled sensitively, in confidence, and by the Head Teacher in the first instance. It may be possible to resolve the situation before initiating formal procedures

The Head Teacher will:

- Consider HR advice
- Ensure all staff have a clear code of conduct
- Consider Union support / health and well-being team

### **Challenging derogatory language and gestures**

Even if people in school are not directly experiencing bullying, it is vital that everyone is in an environment where discriminatory and derogatory language, comments and gestures are consistently challenged and supported by an embedded culture and curriculum which teaches the real meanings of words and explains why negative words or phrases will not be tolerated.

This includes anything which goes against Protected Characteristics and Modern British Values (such as homophobic, transphobic, racist and sexist language, and language that is derogatory about disabled people). Phrases such as 'That's so gay' will be challenged, as not doing so may lead to our pupils' lack of understanding making them vulnerable in society.

If derogatory language is allowed to persist, it could lead into bullying which at its most serious, could lead to police involvement as a hate incident. It is vital that all pupils, staff, families and visitors to school feel that Tranmoor Primary School is a safe and inclusive environment for all, and that our school actively teaches the celebration of difference and diversity, and explicitly challenges prejudice and stereotypes.

### **Monitoring**

The Local Authority recommends all schools have a system to log all concerns. At Tranmoor Primary School the system used is CPOMS. Where necessary, anonymous information stating the type and number of bullying incidents, as well as the strategies put in place to address them will be shared with the wider school community e.g. Governing Body. The Local Authority also asks schools for behaviour returns, this includes protected characteristics required for the LA Stonewall Education Equality Index. Tranmoor Primary School shares this information with the Local Authority as required.

### **Ofsted**

During school inspection parents, staff and pupils will be asked their views on how safe they feel at school, and how values, respect, acceptance and British Values are embedded.

### **Continuous Professional Development of staff**

Tranmoor Primary School recognises that emotive issues can be raised and will provide training and guidance to all child-contact staff to ensure careful judgements are made in dealing sensitively with these situations. All school staff will be clear about the policy and how to implement it, including who they must report incidents to. Senior staff must always be informed of any suspected or reported incidences of bullying, and they will make a judgement as to whether these need to be shared with the wider school community. School will offer 'anti- bullying' training to all new staff through staff meetings.

School staff have received Barnado's Anti-Homophobic, Biphobic and Transphobic Bullying Programme training and know how to prevent and respond to HBT bullying.

### **Related Policies/Documents:**

This policy should be read in conjunction with a range of other school documentation.

- Relationships & Behaviour Policy
- Inclusion Policy

- Single Equalities Policy
- Safeguarding and Child Protection Policy
- Complaints procedure

### **Monitoring and reviewing the policy.**

This policy will be monitored and reviewed annually by the PSHE co-ordinator, SLT and governors.

### **Appendix 1**

Children who are being bullied may show changes in behaviour such as:-

- Being frightened of the journey to or from school.
- Have nightmares.
- Change in sleeping patterns e.g. insomnia
- An unusual unwillingness to go to school.
- Begin to produce poor school work.
- Become withdrawn or distressed.
- Have unexplained bruises, cuts, scratches or torn clothing.
- Ask to bring money into school.
- Have possessions or money go missing.
- Give improbable excuses to explain any of the above.
- Begs to be driven to school.
- Changes their usual routine.
- Begins truanting.
- Starts stammering.
- Attempts or threatens suicide or runs away.
- Cries themselves to sleep at night.
- Feels ill in the morning.
- Has dinner or other monies continually 'lost'.
- Becomes aggressive, disruptive or unreasonable.
- Is bullying other children or siblings.
- Change in eating patterns e.g. refusal to eat, vomiting
- Unwillingness to be around certain other pupils
- Wanting to stay with adults
- Is frightened to say what is wrong.

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

