



Dream Big, Aim High
& Make a Difference

Potley Hill Primary School

Anti-Bullying Policy

**This policy should be read in conjunction with the Behaviour, Inclusion and Equality policies*

September 2024

We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.

Ethos

The staff and Governing Body of Potley Hill Primary School recognise their responsibility to ensure effective strategies are in place to tackle any incidents of bullying. Good behaviour and discipline are a vital part of school life as it sets the atmosphere of the school, providing a good teaching and learning environment. We aim to promote harmony by developing the values of mutual respect, self-discipline and social responsibility whilst preventing prejudice and discrimination.

We strive continuously to reduce the incidence and likelihood of bullying occurring.

Our school:

- **Listens** – we do not make assumptions. We provide a quiet, confidential space, ask questions and have staff available throughout the day for if a child has any worries.
- **Includes** – all pupils, including those with SEND are included, valued and participate fully in all aspects of school life.
- **Respects** – our curriculum and behaviour & relationships policy promotes respect for all.
- **Challenges** – we address incidences as they occur. All incidents are taken with the seriousness they require. Disablist language is taken as seriously as homophobic, racist, derogatory religious and gender comments.
- **Celebrates differences** – difference is actively and visibly celebrated and welcome across the whole school. We give opportunities for children to work and play together in a range of different contexts.
- **Understands** – as a school, we regularly discuss what is and is not bullying. We promote messages of how children should interact and work with each other but understand that at times, children need support with their friendships and relationships. Children and staff know the difference between bullying and friendship issues and support is provided as necessary. Our PSHE curriculum, together with myHappy Mind program, helps children make healthy choices about their behaviour, show empathy for others, manages their feelings and emotions and form positive relationships to resolve conflict.
- **Believes** – all pupils, including those with SEND and their parents are allowed to discuss their feelings and points of view, they are listened to and taken seriously when reporting incidents of bullying.
- **Reports bullying** – all children and their parents understand how to report incidents of bullying and the people to help them deal with it. We are a 'talking' school – this means that it is the duty of any bystanders to report any incidents and they will not be accused of telling tales.
- **Takes action** – we respond quickly to all incidents of bullying. Incidents are investigated promptly and an action plan put in place if bullying is occurring. The SLT are informed and both victim(s) and perpetrator(s) are supported through the process. Parents are kept informed of actions and support continues until the victim(s) and parents agree that issues have been resolved.

Anti-Bullying Aims

- To ensure that our school is a calm, happy and safe community for all.
- To recognise that everyone is a part of our school community and that no-one should be made to feel sad or excluded.
- To encourage a 'talking school' where children are given a safe space to discuss issues that worry them, including bullying.
- To raise awareness of the impact of bullying on mental health.
- To understand the different roles of bullying as a group behaviour and identify how we support these individuals.
- To work closely with parents and keep them informed of actions and outcomes when matters are raised.
- To recognise that children with SEND are more at risk of bullying and put in place procedures and support to prevent this.

Pastoral Support

At Potley Hill, we have a team of staff who support children with a variety of needs including their emotional health and their friendship problems:

Mr Brent Ellis (Head Teacher/Safeguarding/Behaviour)
Mrs Antje Neville (Safeguarding Governor)
Mrs Natalie Wallace (Assistant Headteacher)
Mrs Elaine Morris (SENCo)
Ms Sally-anne Ward (Family Support Worker & Outdoor Learning)
Mrs Debbie Horton (Emotional Literacy Support Assistant)
Mrs Natalie Wetherill (Nurture support)

Every day, staff are available on the playground during playtimes and lunchtimes. They support children with their interactions with others and children are advised to seek out adults when they are having any difficulties. Children in upper Key Stage 2 also act as 'Play Leaders' – ensuring play is appropriate, setting up games with children finding it difficult to interact with others and helping other children to talk openly about minor disagreements.

Quieter indoor spaces are available to children during breaktimes and lunchtimes – this allows children a place to go to if they find it difficult to be outside for the long lunchtime.

Our ELSA also carries out 1-1 sessions with children who need emotional support and are experiencing difficulties. They see children on a regular basis and work with groups of children on improving friendships and resolving difficulties. Some sessions are also allocated for one-off 'drop-in' sessions for children with a short term concern.

Our Family Support Worker offers drop-in sessions for parents to receive advice and support.

What is bullying? As defined by the Anti-bullying alliance (ABA) - bullying is:
'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power'. It can happen face-to-face or through cyberspace.

There are different types of bullying behaviours:

- Physical aggression such as hitting, kicking, taking or damaging possessions.
- Verbal aggression such as name calling, threatening comments, insults, teasing, or sending notes.
- Cyber bullying such as namecalling, threatening comments, posting items without permission or spreading rumours
- Indirect social exclusion such as deliberately leaving someone out, ignoring someone, spreading rumours about someone or about their family.

Bullying includes any manipulative behaviour that affects another child’s emotions. It is a **purposeful** action to hurt, upset or exclude another child/group of children. When this happens **several times on purpose**, (STOP), the actions become of a bullying nature.

Sometimes, children will have friendship issues or experience conflict with other children. Children can disagree, argue and cause upset without intentionally trying to harm the other child. School staff will support children in resolving their friendship issues and conflicts and staff will work with the children involved. Although these times cause children emotional distress, they are not acts of bullying. However, the children involved will still need regular support to resolve their issues and will receive regular support from their teachers, our ELSA, FSW or SENCo.

Different types of bullying:

Types of bullying	What it looks like in school	How we aim to prevent this	How we deal with this
Homophobic, biphobic, transgender	<ul style="list-style-type: none"> • Comments- 'You're gay' 'You love her- you're a lesbian' 	<ul style="list-style-type: none"> • The school curriculum promotes a balance of gender role models. • Using famous people as role models and discussing their accomplishments. • Posters showing different family makeups. 	<ul style="list-style-type: none"> • Incidents logged • Children individually addressed by class teacher. • Issues addressed in PSHE and circle time lessons. • Parents informed • Anti-Bullying plan if needed.
Gender	<ul style="list-style-type: none"> • Comments – 'You run like a girl' 'Man up' 'You're crying like a baby girl' • Children leaving others out because they are a boy/girl. 	<ul style="list-style-type: none"> • The school curriculum promotes a balance of gender role models. • No assumptions that only boys are physically strong - girls are used to help carry items • Boys encouraged to show emotions and play with a range of toys. 	<ul style="list-style-type: none"> • Children individually addressed by class teacher. • Issues addressed in PSHE and circle time lessons. • Anti-Bullying plan if needed.
Race and faith	<ul style="list-style-type: none"> • Refusing to play with a child of a different religion. • Name calling or derogatory comments about a religion • Forcing individual beliefs onto others and making them feel bad – e.g telling someone else they are a 'bad Muslim' if they do not fast. 	<ul style="list-style-type: none"> • School ethos and values celebrates differences and accepts all. • Teaching children of all faiths and religions and developing community spirit. • Recognising and celebrating with others during religious festivals. 	<ul style="list-style-type: none"> • Parents are informed of any derogatory comments made regarding to race and faith – victim and perpetrator • Incidences are logged and monitored for repeat offenders – formal meeting with parents then instigated.

		<ul style="list-style-type: none"> Assemblies, school curriculum. 	<ul style="list-style-type: none"> Questions asked as to where the belief stems from. Anti-Bullying plan if needed.
Special educational needs and disabilities.	<ul style="list-style-type: none"> Teasing children for their work Excluding children from play Name calling Using disablist language 	<ul style="list-style-type: none"> PSHE lesson and curriculum No visible/public displays which indicate children's achievements/ targets Mixed ability groupings Assemblies with external agencies & internal ones focusing on differences including other children with disabilities 	<ul style="list-style-type: none"> Individuals and parents spoken to. Children given the opportunity to 'make it right' Work with the perpetrator to develop understanding and empathy Anti-Bullying plan if needed

Procedures

Parent's concern

If parents have any concerns over incidents at school pertaining to friendship issues or acts that could be perceived as bullying, they should talk to their child's class teacher at the first sign of any concern. The class teacher and learning support assistant will work with the children involved in order to resolve the issues. If the issues are complex, the /ELSA/FSW may also be asked to support the children at this point.

If after 2 weeks, the issues have not improved considerably, parents are then encouraged to speak to the Assistant Headteacher. The Assistant Headteacher will hold meetings with the children and try to work on different solutions.

If the issue continues to persist and is causing the child a great deal of distress or is of a serious nature, parents are encouraged to speak to the Headteacher.

Children's concerns

Some children may find it difficult to tell adults if they are experiencing bullying. Our school curriculum, behaviour system and PSHE lessons, including myHappy Mind program, aim to give children the confidence to speak out if something is wrong.

Children are encouraged to start telling other people, (STOP), and we emphasise that we are 'a talking school'. We have posters in class and around school reminding children of what they can do if they are concerned about themselves or others. Staff are available daily on the playground at break times and lunch times to support children.

School response to bullying

As soon as we identify a bullying problem or as soon as the bullying problem is brought to school's attention, we aim to stop the bullying scenario and support the children involved. We will log the incident on CPOMs and where necessary write an Anti-Bullying Plan (Appendix A), and follow a package of support (Appendix B) where we help all of the children involved. The support will vary depending on the needs of the children involved. For example – the perpetrator will need support and help to change his or her behaviour and we need to help him/her realise the depth of emotional, psychological and physical harm they may be inflicting. The victim may need help and support to be more self-confident and to build on their self-esteem. We may also have to work on supporting him/her build strong, positive friendships with other children. If the victim would benefit from more intensive emotional support, we can refer the child to our ELSA (Emotional Literacy Support Assistant) who will work 1-1 with the child for a number of weeks. We can also signpost parents to further support from other outside agencies if it is felt that it is needed.

If the bullying behaviour persists, the school will follow steps outlined in the Behaviour and Relationships Policy. Bullying is seen as the extreme end of the behaviour spectrum and any instances will be monitored and reported on, as outlined in the Behaviour and Relationships Policy.

We want to assure parents and children of our willingness and commitment to helping to prevent bullying at this school.

Our rejection of all forms of bullying and racism is a common thread, which is embraced through the school's ethos and values and is also supported by the Behaviour and Relationships Policy and Safeguarding Policy.

CHILD ON CHILD ABUSE

Through training, we ensure that all staff recognise that children are capable of abusing other children. The senior leadership team and governing body are responsible for ensuring that procedures exist to minimise the risk of child on child abuse and consider how allegations of child on child abuse will be investigated and dealt with. There is a clear procedure on how victims of child on child abuse will be supported.

All staff are aware of child on child abuse. This is most likely to include, but not limited to, bullying (including cyber bullying), gender-based violence, sexual violence, sexual harassment, up skirting (which is now a criminal offence), physical abuse such as hitting, kicking, shaking, biting, pulling hair, initiating /instigating violence and rituals, causing someone to engage in sexual activity without consent and the consensual or non-conseual sharing of nude/semi nude photos or videos. These issues will be addressed through our school curriculum and assemblies at an age appropriate level throughout the year.

All staff are expected to refer to HM Government guidance [What to do if you're worried a child is being abused: advice for practitioners - GOV.UK \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61221/what_to_do_if_you_re_worried_a_child_is_being_abused_advice_for_practitioners.pdf) for further help in identifying signs and symptoms of child abuse and neglect. Staff members who are concerned that a child might have been / being abused by another child should follow safeguarding and child protection procedures and report to the DSL.

In respect of sexual violence and sexual harassment between children the school takes a proactive approach to prevent such incidents from taking place. Throughout school, safeguarding is taught as part of our curriculum. We appreciate that whilst adults in school are working hard to keep children safe, children also play a large part in keeping themselves and their peers safe from abuse and neglect. An age-appropriate curriculum is rolled out in school to build capacity amongst our students in their understanding of particular issues, and what actions they can take to be safe.

We incorporate healthy relationships, people who help us, British values etc. in to our curriculum time in an age appropriate way for the year groups in school. Also from September 2020 we have included Relationship and Sex Education (RSE) in line with DfE statutory guidance and the national curriculum.

Students will be made aware of what constitutes unreasonable pressure from peers to engage in risk-taking or inappropriate behaviour, and of how to report their concerns. Allegations of abuse by a peer will be treated as seriously as allegations of abuse from an adult, it should never be dismissed as normal behaviour.

Robust systems have been established in school for dealing with safeguarding concerns. All allegations of abuse and neglect, whether suspected or known will be treated seriously and in confidentiality. Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We will respond and manage any reports of sexual violence and/or sexual harassment in line with guidance added to the latest version of KCSIE.

When incidents of sexual violence and sexual harassment occur the schools response is ultimately decided on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking the lead role, using their professional judgement. Incidents of peer-on-peer abuse may need to be dealt with in various ways. Incidents of bullying will be dealt with via the schools antibullying policy and/or behaviour policy. Incidents which take place outside of school may need to be addressed in school however the school are clear that where professional advice needs to be sought from external partners, it will be. The schools Designated Safeguarding Lead will consult children's social care on

matters relating to the safety and welfare of a child and will consult the police in respect of matters relating to a possible crime. The school will put a proportionate and supportive package of care in place for those affected.

School leaders are aware that detailed advice to support schools and colleges has been published. The advice is available and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

The school adopts the UK Council for Child Internet Safety guidance [Sharing nudes and semi-nudes: how to respond to an incident \(overview\) \(updated March 2024\) - GOV.UK \(www.gov.uk\)](#) This guidance clearly sets out how to handle incidents, should they occur and what preventative steps can be taken to educate young people.

Responding to reports of sexual violence/harassment

It is crucial that school leaders are confident in responding to any reports of sexual violence or harassment. Text from sexual violence and sexual harassment between children in schools and colleges: There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.
- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.
- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.
- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.
- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, the school or college (especially the designated safeguarding lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.
- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the designated safeguarding lead (or a deputy) to work closely with children's social care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.
- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be

prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the designated safeguarding lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
 - It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.
 - Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
 - At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
 - Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
 - All police forces in England have specialist units that investigate child abuse.
 - In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
 - Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
 - All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).
- After recent government action to tackle the issues raised by testimonies given on the Everyone's Invited website, NSPCC has been commissioned to run the helpline which we will publicise in school– 0800 136 663. This number is for children and young people who are victims of sexual abuse, adult victims, parents and carers of victims and professionals working with children and young people. It is to report or share incidents which have happened both in and outside of educational settings.

Presented to governors: September 2024

To be reviewed: September 2025

Appendix A – Anti-Bullying Plan



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**Potley Hill Primary School
Anti-Bullying Response Form**

Name of perpetrator(s):	Class (es):
Name of child (ren) affected:	Class (es):

Issues (include dates and initial data)	
Initiatives (include dates and lead persons): 1. 2. 3.	Impact (include dates and initial data):

End Outcomes:	
Parent comments – perpetrator (s)	Child(ren) comments – perpetrator (s):
Parent comments – victim (s)	Child(ren) comments – victim(s):



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Appendix B – Package of Support

Need	Intervention	Lead Person	Comments
Bullying Plan (Perpetrator & Victim)	Meeting with all parents. Bullying Plan shared.	HT/AHT/SENCo & Teacher	
	Weekly contact with parents for 3 weeks.	AHT	
	Monitor & support during lunchtime/playtime.	Class teacher & FSW/SENCo	
	Daily check in for 3 weeks & then reducing over time for 6 weeks.	Class teacher & FSW	
	1:1 ELSA sessions weekly (for 6 weeks initially)	ELSA	
	Plan review with children and parents after 6 weeks.	Teacher & AHT	

Appendix C – Key Responsibilities

Key roles and responsibilities:

	Responsibilities
All staff	<ul style="list-style-type: none"> Being vigilant for signs of bullying Always taking reports of bullying seriously and investigating them thoroughly
	Specific Roles
Teachers	<ul style="list-style-type: none"> Using the curriculum to increase children's awareness of bullying and to help them develop strategies to combat it Using circle times to explore issues and give opportunities to discuss feelings Using PSHE to teach skills and strategies to deal with bullying Bringing cases of bullying out into the open so that children know what has taken place and how it has been dealt with Demonstrate, through our procedures, that no case of bullying is considered too trivial to warrant attention Record bullying incidents on CPOMs and use the proforma in appendices to document action taken Inform parents at an early stage of any known incidents of bullying for all children involved Continue to follow up actions on an Anti-Bullying Plan
Assistant Headteachers	<ul style="list-style-type: none"> Oversee Anti-Bullying Plans, meeting with parents, children and other members of staff to support appropriate behaviours within their key phase Liaise with teachers and parents regularly when bullying incidents occur Work alongside children and parents to tackle prejudice and intolerance
ELSA/Nurture Providers	<ul style="list-style-type: none"> Support both perpetrators and victims to improve their emotional and mental health Work alongside children and parents to tackle prejudice and intolerance
SENCo	<ul style="list-style-type: none"> Referrals to external support agencies Arranging opportunities for whole school awareness of behaviour and bullying issues e.g. drama groups, assemblies Induction of new staff to Behaviour and Anti-Bullying policies and annual training of all staff Training staff so that they can better identify and help vulnerable children and those who may be more at risk of bullying

	<ul style="list-style-type: none"> • Work alongside children and parents to tackle prejudice and intolerance • Supporting staff in the practical application of this policy and procedures
Head Teacher	<ul style="list-style-type: none"> • Oversee all aspects of this policy and procedures
Pupils	<ul style="list-style-type: none"> • Show respect and tolerance towards each other at all times • Be aware that we are a 'talking' school and incidents of bullying should be reported by anyone that overhears or sees an incident taking place. It is everyone's duty to 'make a noise against bullying' • Tell any child with poor behaviour to stop – state quite clearly that they behaviour is unwelcome and offensive and, if possible, walk away from the situation • Seek adult help if the behaviour or bullying continues or if they are afraid to tell the bully to stop • Report the incident immediately to your class teacher or any member of staff. • Keep a record of the date and time of any offensive electronic messages and let an adult see them.
Parents/Carers	<ul style="list-style-type: none"> • Ensure early contact with the school at any sign of suspected bullying • Work alongside the school to promote healthy emotional and mental health in all children • Uphold the principles of both our Behaviour & Relationships Policy and Anti-Bullying Policy
Governors	<ul style="list-style-type: none"> • Be aware of the school's policy and procedure for dealing with bullying and check that these are being followed via Headteacher reports and their own monitoring.