Anti-Bullying Policy

At Templenewsam Halton Primary School

Purpose

This policy has been designed to ensure that staff and parents have a full understanding of what bullying is and the procedures that must be followed if any incidents occur. This policy runs alongside the children's booklet which follows the same principles. This policy also serves to provide guidance and support for children and families who may feel as though they are being bullied.

Policy Statement

Templenewsam Halton Primary School is committed to ensuring that the safety and well-being of all our children and staff is of paramount importance. Our school should be considered a safe, happy and caring community. Bullying is in direct contrast to this ethos and as such will not be tolerated. This policy outlines what Templenewsam Halton Primary School will do to prevent and tackle bullying (Appendix 1). The policy has been drawn up through the involvement of the whole school community and we are committed to developing an anti-bullying culture whereby no bullying, including between adults, or adults and children, or between young people, will be tolerated

Policy Aims

- o To prevent bullying from happening between children and young people who are a part of our organisation or school community.
- o To make sure bullying is stopped as soon as possible if it does happen, and that those involved receive the support they need.
- o To provide information to all staff, volunteers, children and their families about what we should all do to prevent and deal with bullying.
- o Every pupil should have opportunities to achieve the highest possible standards, and the best possible qualifications for the next stages of their life and education.
- o Every pupil should be helped to develop a sense of personal and cultural identity that is confident and open to change, and that is receptive and respectful towards other identities.
- o Every pupil should develop the knowledge, understanding and skills that they need in order to participate in Britain's multi-ethnic society, and in the wider context of an interdependent world.

What is bullying?

There is no legal definition of bullying, but the DfE defines it as 'behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group by either physically or emotionally. It might be motivated by actual differences between children, or perceived differences.'

At Templenewsam Halton bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and videos) and is often motivated by prejudice against particular groups.

We recognise that bullying causes real distress and affects a person's health and development, and in some instances, bullying can cause significant harm. We firmly believe all children, regardless of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, have the right

to equal protection from all types of harm or abuse. Everyone has a role to play in preventing all forms of bullying (including online) and putting a stop to bullying. Further information on the types of bullying available in Appendix 3.

Our School Community

As part of our commitment to tackle bullying, our leadership teams regularly discuss, monitor and review our anti-bullying policy and practices. This may be through CPOMS, discussed as part of our weekly inclusion meetings or through other internal communications.

We support all staff to promote positive relationships to prevent bullying and will intervene by identifying and tackling bullying behaviour appropriately and promptly. We also have a commitment to ensure that pupils are aware that all bullying concerns will be dealt with sensitively and effectively; that pupils feel safe to learn; and that pupils abide by the anti-bullying policy.

We also will endeavour to report back to parents/carers regarding their concerns of bullying and deals promptly with complaints. Parents/ carers in-turn work with the school to uphold the anti-bullying policy. Our behaviour leads also seek to learn from good anti-bullying practice elsewhere and utilises support from relevant organisations when appropriate.

Preventing, identifying and responding to bullying

As in many areas, prevention is better than cure. Templenewsam Halton ensures weekly PHSE lessons take place alongside SMSC lessons, school values and assemblies to ensure that children are aware of the issue of racism and the damage it can cause to individuals and the wider community. They also explore strategies to ensure they address racism and discrimination if they are faced with it. The curriculum is based around an ethos of understanding that no forms of racism or racial intolerance are acceptable. We promote a 'reach out' culture.

The school community will:

- o Create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others which will be upheld by all.
- o Work with staff and outside agencies to identify all forms of prejudice-driven bullying. Provide a range of approaches for pupils, staff and parents/carers to access support and report concerns.
- o Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- o Consider all opportunities for addressing bullying in all forms throughout the curriculum and supported with a range of approaches such as through displays, assemblies, peer support and the school/student council.
- o Create a quiet space for vulnerable children and young people (The SEN Room).
- o Use a variety of techniques to resolve the issues between those who bully and those who have been bullied.
- o Work with other agencies and the wider school community to prevent and tackle concerns.
- o Celebrate success and achievements to promote and build a positive school ethos.

Repeated Bullying behaviour

In some cases, the same child will be reported as using bullying behaviour to the same and/or different individuals or groups. In these cases, the school will need to take further action. In the most serious cases of causing harm, injury or offence there is a possibility of exclusion (see School Behaviour Policy and Exclusion Policy).

If this is the case the following will be put in place to minimise the risk of exclusion.

- o Meeting with parents to discuss behaviours and underlying need
- o Referral to the inclusion team and possible formal assessment of need
- o IBP or support plan put in place
- o Support put in during the day at the times where there is most need.
- o Input from outside agencies such as AIP or Cluster support

Involvement of pupils

To ensure this policy remains relevant and has the support of the whole school community, we will regularly canvas children and young people's views on the extent and nature of bullying. We have a commitment to ensure that all pupils know how to express worries and anxieties about bullying.

We also ensure that all pupils are aware of the range of sanctions which may be applied against those engaging in bullying and regularly involve pupils in anti-bullying campaigns in schools and embedded messages in the wider school curriculum.

Our commitment also extends to publicising the details of help lines and websites and around school, furthering the offer of support to pupils who have been bullied and to those who are bullying in order to address the problems they have.

Liaison with parents and carers

We will make sure that key information (including policies and named points of contact) about bullying is available to parents/carers in a variety of formats. We will ensure that all parents/carers know who to contact if they are worried about bullying. We want to ensure all parents/carers know about our complaints procedure and how to use it effectively.

In addition to this we want to ensure all parents/carers know where to access independent advice about bullying (Appendix 2) and work with all parents/carers and the local community to address issues beyond the school gates that give rise to bullying. Finally, we have an expectation that parents will work with the school to role model positive behaviour for pupils, both on and offline.

Responsibilities

It is the responsibility of:

- o School Governors to take a lead role in monitoring and reviewing this policy.
- o Governors, the Headteacher, Senior Managers, Teaching and non-Teaching staff to be aware of this policy and implement it accordingly.
- o The Headteacher to communicate the policy to the school community
- o Staff to support and uphold the policy
- o Parents/carers to support their children and work in partnership with the school
- o Pupils to abide by the policy.

Key members of staff:

Our School Behaviour Leaders: Mrs Lightfoot (Assistant Headteacher) and Mrs Phillips (Behaviour & Attendance Lead)

Our Designated Safeguarding Officers: Mrs Lightfoot, Mrs Seton, Mr Weatherley, Miss Hitch, Mrs Phillips and Mr Singh

Guidance for Parents and Carers

At Templenewsam Halton we are committed to provide an inclusive safe and happy community where everyone is valued. All bullying is unacceptable and will not be tolerated. Nobody deserves to be a victim of bullying as it has the potential to cause long term emotional damage. We know that not everyone is able to speak out or show their hurt so if you know someone who is being bullied please tell any member of staff so that we can investigate it and put a stop to it.

All of these behaviours or changes in behaviour can indicate other problems but bullying should be considered, however this list is not exhaustive nor should it be used as a checklist. It is important you do not tell your child to fight back or ignore it. Please instead encourage them to speak to a member of staff they feel comfortable speaking to. If they do not feel able to do this please come in and speak to us yourself.

Changes in routines or behaviours	Changes in mood or personality	Physical signs
Worried about walking to or from school	Withdrawn Anxious Lacking confidence or self esteem	Possessions damaged or lost Unexplained cuts or bruises
Wants more lifts	Cries at night Nightmares	Hair deliberately cut
Changes usual route to school	Feels ill each morning School work suffers Aggressive	Stops eating or starts overeating
No longer walks with friends		
Unwilling to go to school, enrichment club or before/afterschool club	Disruptive Unreasonable Frightened or worried to say what is wrong	Bed wetting Style of dress changes, lack of effort or covers up more
Change in friendship groups or no friends	Worried about using the internet or a phone Nervous or jumpy Becomes secretive	

Review and Monitoring

This policy will be reviewed annually to ensure its effectiveness and compliance with legal requirements. Any updates or changes will be communicated to parents, guardians, and staff.

Anti-Bullying Process and Procedures

All staff have the responsibility to take bullying seriously and follow the process set out below:

Step 1

The alleged bullying incidents are reported to any member of staff by either the child, parent/carer, or witness. They record it on CPOMS and send it to the class teacher, behaviour lead, learning mentor team, deputy, and head.

Step 2

The incident is investigated initially by the class teacher through speaking to the child and perpetrators. If this is deemed a one-off incident or mutual conflict, it is dealt with using the positive behaviour policy. If it is deemed a bullying incident, it is passed to the HT/DHT, who will bring it up at the weekly inclusion meeting and investigate further.

Step 3

If the incident is deemed bullying, the following actions will be taken:

Parent/carers will be informed that the incident is being dealt with as a bullying incident.

Parents of the perpetrator(s) will be informed.

Consequences will be in line with the behaviour policy and the seriousness of the incident(s) and the harm done to the victim.

Where appropriate, restorative practice will be used, and work done with both the victim and perpetrator through the learning mentor team.

All discussions and investigations will be recorded on CPOMS.

Date of last review;
February 2025

Appendix 2 – Helpful Organisations and Websites for support

Name	Phone	Email	Website	Notes
Childline	0800 111		Childline.org.uk	Email available through online account. 24 hours response time
NSPCC	0808 800 5000	help@NSPCC.org.uk	www.nspcc.org.uk	
Kidscape	020 7823 5430		www.kidscape.org.uk	Parents advice line. WhatsApp also available on 07496 682785
National Bullying Helpline	0845 2255787			
Anti-bullying Alliance			https://www.anti-bullyingalliance.org.uk/	
Samaritans	116 123	jo@samaritans.org	www.samaritans.org	Online chat also available
EACH	0808 1000 143		each.education	Support for homophobic, biphobic or transphobic bullying

Appendix 3 – Types of Bullying

Types of Bullying

Emotional

Actions which impact on the emotional health and well-being of another person. This is by deliberately causing harm or emotional damage to someone through repeated:

o   Unkind words, name calling, taunting, negative personal comments
o   Excluding individuals from conversations, games, groups
o   Ridiculing or humiliation – face to face or through social media
o   Tormenting by taking or hiding possessions, threatening gestures, provocation or taunting.
o   Unkind comments about family members or friends

Physical

Actions which impact on the physical health and well-being of another person

o   Any form of repeated physical violence including intimidation
o   Hitting including any variation of: kicking, nipping, scratching, slapping, punching, pushing or using an object to inflict harm
o   Theft of possessions
o   Intentionally causing damage to property

Harmful Sexual Behaviour

This includes any form of unwanted physical contact or sexually abusive comments online or face to face:

o   Using sexually explicit words or phrases
o   Inappropriate touching
o   Sexual threats or violence
o   Sexual harassment
o   Taking or sending sexually explicit images, or forwarding them
o   Up Skirting
o   Forcing another person to look at or touch sexual body parts Cyber/Online Misusing technology or social media platforms to harm, threaten, injure or cause offence:
o   Threats made by all forms of instant messaging, email or calling
o   Group chats made to exclude another person or created to target an individual or group with the sole intention of being unkind or causing offence
o   Sharing inappropriate material online including racist, homophobic, sexist or extremist views with the intention of inciting violence towards specific groups or individuals
o   Downloading or sharing inappropriate sexual images or sexting
o   Deliberate attempts to contact staff or families in order to harass, intimidate, make threats or cause offence
o   Using social media in order or humiliate, harass, make threats or cause offence or anxiety

Prejudice based

This is in line with current equality legislation and includes age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, and economic situation. This is not just towards an

individual's unique identity but are reflective of negativity towards a wider community or group to whom the individual identifies.

- o Race or Ethnicity – bullying based on ethnicity, race, skin colour, national identity
- o Gender – bullying based on sexist attitudes, inappropriate sexual behaviour because of their sex
- o Homophobic, Biphobic and Transphobic- bullying based on sexual preference or gender identity
- o Religion or Belief - bullying based on an individual's or group's religion, belief or practice
- o Learning or Physical disability or difficulty - bullying based on an individual's way of learning, socialising, communicating or physical movement
- o Socio Economic- bullying based on an individual's or family's economic circumstances that may prevent full access to experiences or opportunities without support