	Name of School	Suttons Primary School
	Policy review Date	1st September 2024
	Date of next Review	1st September 2025
	Who reviewed this policy?	Jack Barlow
	Date approved by Governing body	4th December 2024
	Inclusion Governor	Fay Morris
	Headteacher	David Unwin-Bailey
	Chair of Governors	Vanessa Lines

Anti-Bullying Policy

Introduction
At Suttons Primary School, we are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils.

In line with the Equality Act 2010, it is essential that our school:

- Eliminates 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; and
- Foster good relations between people who share a protected characteristic and people who do not share it.

At Suttons Primary School, we are committed to safeguarding and promoting the welfare of pupils and young people and expect all staff and volunteers to share this commitment. 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 pupil is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to their Local Authority's safeguarding team.

This policy is closely linked with our Behaviour Policy, our Safeguarding and Child Protection Policy and the School's Values.

Aims and objectives
Bullying is wrong and damages individual children, their families and relationships with others. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable.

We aim, as a school, to produce a safe and secure environment where all can learn without anxiety.

This policy aims to produce a consistent school response to any bullying incidents that may occur.

We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school. We take a zero tolerance approach to bullying behaviour.

Bullying Definition
Bullying is continuous action taken by one or more children with the deliberate intention of hurting another child, physically, emotionally or verbally over a sustained period of time. Bullying behaviour is targeted, deliberate, repeated actions against the well-being of another child; there is an imbalance of power.

At Suttons Primary School, we use the following acronym to define bullying:

Several
Times
On
Purpose

Types of Bullying
Bullying can take many forms including cyber, internet, text bullying using ICT technologies. By being proactive we aim to educate our school community of the harm this behaviour can do and develop a zero tolerance approach to challenge any form of bullying behaviour.

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

Racist and Prejudice-based Bullying
This refers to a range of hurtful behaviour, both physical and psychological, that make the person feel unwelcome, marginalised and excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status.

Homophobic, Biphobic and Transphobic Bullying
This occurs when bullying is motivated by a prejudice against lesbian, gay, bisexual or transsexual people.

Vulnerable Groups
We recognise that some groups of pupils may be more vulnerable to bullying, including:
-Looked After Children
-Children having caring responsibilities
-Children with Special Educational Needs or Disabilities (SEND)
-Children from ethnic minorities
-Children from differing religious groups
-Children entitled to Free School Meals
-Children for whom English is an Additional Language
-Children who are perceived to be gay, lesbian, bisexual or transsexual
-Those suffering from health problems, including mental health

Bullying Prevention
Preventing and raising awareness of bullying is essential in keeping incidents in our school to a minimum. Through assemblies, as well as PSHE lessons, pupils are given regular opportunities to discuss what bullying is, as well as incidents we would not describe as bullying, such as two friends falling out, or a one-off argument. An annual 'Anti-bullying Week' is held to further raise awareness.
Online safety is an important part of the Curriculum and information for parents is shared on ClassDojo by our ICT coordinator.
Pupils are taught to tell an adult in school if they are concerned that themselves or someone they know is being bullied in person or online.

The role of governors
The governing body supports the head teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not allow bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately.

The governing body monitors the incidents of bullying that occur, and reviews the effectiveness of the school policy regularly. The governors require the head teacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the head teacher and asks him/her to conduct an investigation into the case and to report back to a representative of the governing body.

The role of the head teacher
It is the responsibility of the head teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying. The head teacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The head teacher ensures that all children know that bullying (including online bullying) is wrong, and that it is unacceptable behaviour in this school. The head teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the head teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong.

The head teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying and how to record it.

The school ethos, Restorative Approach and school values help ensure mutual support and focus for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school self-esteem is raised and children feel safe.

All staff being approachable, ELSA adults and circle time provide opportunities for children to discuss any concerns. Children are taught how to keep safe online; that they should not share naked images.

The role of the teacher/support staff
Teachers in our school take all forms of bullying seriously; they intervene to prevent incidents from taking place. They carry our restorative conversations and keep their own records of all incidents that happen in their class; they have access to whole school records if necessary.

All staff members are to be aware of bullying. If they witness an act of bullying they should do all they can to support the child who is being bullied. The incident should be reported following the school procedures (CPOMs and reported to class teacher/senior teacher). If a child is being bullied over a sustained period then, after consultation with the head teacher, the teacher informs both victim and bully's parents via a formal meeting.

All incidents of bullying are recorded and the head teacher is notified; this includes incidents of bullying that occur outside lesson time, either near the school or on the children's way home or to school. If any adult witnesses an act of bullying, they should record the event and notify the head teacher/deputy head teacher.

If, as teachers, we become aware of any bullying taking place between members of a class, we deal with the issue immediately. This may involve the Restorative Approach, counselling and support for the victim of the bullying, as well as interventions for the alleged perpetrator. We spend time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child change their behaviour in future. If a child is repeatedly involved in bullying other children, we inform the head teacher. We then invite the child's parents into the school to discuss the situation. In more extreme cases, for example where these initial discussions have proven ineffective, the head teacher may contact external support agencies such as the Behaviour Support Service and Social Services. Incidences of bullying are formally recorded in the head teacher's report to governors and the LA is notified.

Teachers attend training as part of the School Development Plan which enables them to become equipped to deal with incidents of bullying and behaviour management. Teachers attempt to support all children in their class and to establish a climate of trust and respect for all. By praising, rewarding and celebrating the success of all children, we aim to prevent incidents of bullying. We listen and take the time to resolve conflict.

The role of parents
Parents who are concerned that their child might be being bullied (including online), or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher or head teacher immediately.
Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their child to be a positive member of the school and community.

Suttons Procedures for Dealing with Incidents of Continuous Alleged Bullying/Racism

1. Action and support for the victim must be provided as quickly as possible.
2. Inform the head or deputy immediately. Record on CPOMs.
3. The head or deputy must follow up the incident by taking written/verbal statements from the children concerned and will decide if there is evidence that bullying has occurred.
4. If there is no/not enough evidence, this should be recorded on the incident report form and this must be explained to the victim and if applicable, his/her parents.
5. If there is evidence of bullying then the following action will result:

Children complaining at playtime/lunchtime

- Action: Staff members will actively support the child and monitor.
- Records on behaviour slip (See Behaviour Policy) whether any incident has upset a child and if there is a concern of bullying.
- Behaviour slip given to class teachers to look at and follow up if necessary. When recorded on CPOMs recognise if there is a pattern of behaviour.
- If there is a concern of bullying, to be referred to the head teacher or deputy headteacher.

Parent complaint child is allegedly being bullied by a named child/group

- Records are looked at to see if school evidence ties up with the home report.
- Monitoring carried out daily by staff. Daily check-ins organised.
- Weekly/daily staff support/check-ins until the situation is resolved.

Action on "alleged bully" if parental complaint has been made.

Inform parents that their child has been named.

Inform parents of school monitoring procedures.

Follow school procedure:

- If it is a first offence, the child will be spoken to, a restorative conversation is had between the alleged bully and alleged victim. Parents will be informed through a face to face discussion or phone call (not via Dojo message) if it is a red behaviour incident (in live with school behaviour policy).
- If it is a second or more serious offence, the bully's parents will be called in for a meeting to discuss the incidents and the consequences that will result. Also, the range of possible consequences that could be applied if the bullying behaviour persists, will be explained: -
    - i) Internal seclusion
    - ii) Home at lunch (formal exclusion)
    - iii) Exclusion for fixed term (formal exclusion).

- Both the bully and victim will be given support by a member of staff e.g. class teacher/LSA/Senior Leader to (The action taken will be logged on the incident report form).

- Incident reports on bullying and racism will be monitored by the head/governors and LA.

- Through the Restorative Approach, the bully will also be supported to understand the severity and effect of their actions on other children so that future incidents will not re-occur. This may include the use of outside agencies i.e. Behaviour Support Services. Parents of the bully will be informed of the recommendation of referral.

6. The action taken will be explained to the victim's parents.
   Restorative justice may be discussed as a way of stopping future incidents.

Monitoring and review
This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy termly through the head teacher's report to governors (termly).

This anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's records and by discussion with the head teacher. Governors analyse information with regard to gender, age and ethnic background of all children involved in bullying incidents.

Success Criteria
Expected effects of anti-bullying policy:

- Staff are more vigilant in response to bullying behaviour.
- Children do not bully and recognise that the school has a zero tolerance to bullying behaviour.
- Children know where to go for help if they feel that they are being bullied.
- Children actively promote anti-bullying through activities, circle times and assemblies.

Monitoring & Review

The policy is reviewed annually.
This policy should be read in conjunction with the behaviour policy.