

# Anti-Bullying Policy



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<b>Ratified by:</b>	Rick Smith	<b>Date:</b>	January 2026
<b>On behalf of:</b>	Local Governing Body		

## Statement of intent

Green Ridge Primary Academy believes that all Children are entitled to learn in a safe and supportive environment; this means being free from all forms of bullying behaviour. This policy outlines how instances of bullying are dealt with, including the procedures to prevent occurrences of bullying.

These strategies, e.g. learning about tolerance and difference as part of the school's curriculum, aim to promote an inclusive, tolerant and supportive ethos at the school.

The Education and Inspections Act 2006 outlines several legal obligations regarding the school's response to bullying. Under section 89, schools must have measures in place to encourage good behaviour and prevent all forms of bullying amongst Children. These measures are part of the school's Behaviour Policy, which is communicated to all Children, school staff and parents.

All staff, parents and Children work together to prevent and reduce any instances of bullying at the school. There is a zero-tolerance policy for bullying at the school.

This policy operates in conjunction with the following school policies:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Mental Health and Wellbeing Policy
- Relationships and Health Education Policy
- Suspension and Exclusion Policy

## 1. Definitions and types of bullying

For the purpose of this policy, "bullying" is defined as persistent behaviour by an individual or group with the intention of verbally, physically, or emotionally harming another person or group.

Many kinds of behaviour can be considered bullying, and bullying can be related to almost anything. Teasing another pupil because of their appearance, religion, ethnicity, gender, sexual orientation, home life, culture, or SEND are some of the types of bullying that can occur.

Bullying is acted out through the following mediums:

- Verbal
- Physical
- Emotional
- Online (cyberbullying)

**Racist bullying:** Bullying another person based on their ethnic background or skin colour. Racist bullying is a criminal offence under the Crime and Disorder Act 1998 and Public Order Act 1986.

**Homophobic and biphobic bullying:** Bullying another person because of their actual or perceived sexual orientation.

**Transphobic bullying:** Bullying directed at a person because they are trans, are perceived to be trans, or because of their gender identity.

**Sexist bullying:** Bullying based on sexist attitudes expressed in a way that demeans, intimidates or harms another person because of their sex, or because they do not conform to dominant gender roles. Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

**Sexual Harassment:** Bullying based on unwanted physical contact, comments of a sexual nature, sexual coercion, sharing of sexual content online.

**Sexual bullying:** Bullying behaviour that has a physical, psychological, verbal or non-verbal sexual dimension or dynamic that subordinates, humiliates or intimidates another person. This is commonly underpinned by sexist attitudes or gender stereotypes.

**Ableist bullying:** Bullying behaviour that focusses on another person's disability or support needs; this can include mocking the individual's disability or their needs, using derogatory words or slurs in relation to an individual's disability, or deliberately excluding an individual because of their disability.

**Prejudicial bullying:** Bullying based on prejudices directed towards specific characteristics or experiences, e.g. religion or mental health issues.

**Relational bullying:** Bullying that primarily constitutes of excluding, isolating and ostracising someone – usually through verbal and emotional bullying.

**Socioeconomic bullying:** Bullying based on prejudices against the perceived social status of the victim, including, but not limited to, their economic status, their parents' occupations, their health or nutrition level, or the perceived "quality" of their clothing or belongings.

## 2. Roles and responsibilities

The **governing board** is responsible for:

- Evaluating and reviewing this policy to ensure that it does not discriminate against any Children on the basis of their protected characteristics or backgrounds.
- The overall implementation and monitoring of this policy.
- Ensuring that all governors are appropriately trained regarding safeguarding and child protection at induction.
- Ensuring that the school adopts a tolerant and open-minded policy towards difference.
- Ensuring the school is inclusive.
- Analysing any bullying data to establish patterns and reviewing this policy in light of these.
- Ensuring the DSL has the appropriate status and authority within the school to carry out the duties of the role.
- Appointing a safeguarding link governor who will work with the DSL to ensure the policies and practices relating to safeguarding, including the prevention of cyberbullying, are being implemented effectively.
- Ensuring that Children are taught how to keep themselves and others safe, including online.

The **Assistant Headteacher (Behaviour and Attitudes)** is responsible for:

- Reviewing and amending this policy, accounting for new legislation and government guidance, and using staff experience of dealing with bullying incidents in previous years to improve procedures.
- Keeping a Bullying Report Form of all reported incidents, including which type of bullying has occurred, to allow for proper analysis of the data collected.
- Analysing the data in the bullying record at termly intervals to identify trends, so that appropriate measures to tackle them can be implemented.
- Arranging appropriate training for staff members.

**Assistant Headteachers/Phase Leaders** are responsible for:

- Corresponding and meeting with parents where necessary.

- Providing a point of contact for Children and parents when more serious bullying incidents occur

**Teachers** are responsible for:

- Being alert to social dynamics in their class.
- Being available for Children who wish to report bullying.
- Corresponding and meeting with parents where necessary.
- Being alert to possible bullying situations, particularly exclusion from friendship groups, and informing the pupil's heads of year of such observations.
- Refraining from stereotyping when dealing with bullying.
- Understanding the composition of pupil groups, showing sensitivity to those who have been the victims of bullying.
- Reporting any instances of bullying once they have been approached by a pupil for support.
- Report to Assistant Headteachers/Phase Leaders.

**Parents** are responsible for:

- Informing their child's class teacher if they have any concerns that their child is the victim of bullying or involving in bullying in anyway.
- Being watchful of their child's behaviour, attitude and characteristics and informing the relevant staff members of any changes.

**Children** are responsible for:

- Informing a member of staff if they witness bullying or are a victim of bullying.
- Not making counter-threats if they are victims of bullying.
- Walking away from dangerous situations and avoiding involving other Children in incidents.
- Keeping evidence of cyberbullying and informing a member of staff should they fall victim to cyberbullying.

### 3. Prevention

We feel that it is as important to try to prevent bullying, as it is to deal with incidents of bullying. In this way, we hope that we are preparing children for life outside school as well as ensuring that time in school is happy and safe.

- The ethos and working philosophy of Green Ridge means that all staff actively encourage children to have respect for each other and for other people's property.
- Good and kind/polite behaviour is regularly acknowledged and rewarded.
- Staff will regularly discuss bullying. This will inform children that we are serious about dealing with bullying and lead to open conversations and increased confidence in children to want to discuss bullying.
- Staff will reinforce expectations of behaviour as a regular discussion.
- Staff will follow the equality policy; welcoming every child to our school
- Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.
- Our PSHE curriculum and assemblies planner teach our children about bullying and celebrating difference.

## 4. Signs of bullying

Staff will be alert to the following signs that may indicate a pupil is a victim of bullying:

- Being frightened to travel to or from school
- Unwillingness to attend school
- Repeated or persistent absence from school
- Becoming anxious or lacking confidence
- Saying that they feel ill repeatedly
- Decreased involvement in school work
- Leaving school with torn clothes or damaged possessions
- Missing possessions
- Cuts or bruises
- Lack of appetite
- Unwillingness to use the internet or mobile devices
- Lack of eye contact
- Becoming short tempered
- Change in behaviour and attitude at home
- General withdrawal
- Unwillingness to attend extra-curricular clubs
- Increased use of mobile devices

If staff become aware of any factors that could lead to bullying behaviours, they will notify the pupil's class teacher, who will investigate the matter and monitor the situation.

## 5. Staff principles

The school will ensure that prevention is a prominent aspect of its anti-bullying vision.

Staff will treat reports of bullying seriously and will not ignore signs of suspected bullying. Staff will act immediately when they become aware of a bullying incident. Unpleasantness from one pupil towards another will always be challenged and will never be ignored.

Staff will always respect Children's privacy, and information about specific instances of bullying is not discussed with others, unless the pupil has given consent, or there is a safeguarding concern. If a member of staff believes a pupil is in danger, e.g. of being hurt, they will inform the DSL immediately.

Follow-up support will be given to all individuals involved in the months following an incident to ensure all bullying has stopped.

## 6. Child-on-child abuse

The school has a zero-tolerance approach to all forms of child-on-child abuse, including sexual harassment and sexual violence.

All staff will:

- Be aware that Children of any age and gender are capable of abusing their peers.
- Be aware that abuse can occur inside and outside of school settings.
- Be aware of the scale of harassment or abuse, and that just because it is not being reported does not mean it is not happening.

- Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.
- Never normalise abuse.
- Be aware that child-on-child abuse can be manifested in many ways, including sexting, sexual harassment and assault, and hazing or initiation-type violence.
- Always challenge any harmful physical behaviour that is sexual in nature, such as inappropriate touching. Dismissing or tolerating such behaviours risks normalising them.

More information on the school's approach to preventing and managing instances of child-on-child abuse can be found within this policy and the Child Protection and Safeguarding Policy.

## 7. Cyberbullying

Cyberbullying can take many forms and can go even further than face-to-face bullying by invading personal space and home life, and can target more than one person. It can also take place across age groups and target Children, staff and others, and may take place inside school, within the wider community, at home or when travelling. It can sometimes draw bystanders into being accessories.

Cyberbullying can include the following:

- Threatening, intimidating or upsetting text messages/ WhatsApp
- Threatening or embarrassing pictures and video clips
- Disclosure of private sexual photographs or videos with the intent to cause distress
- Silent or abusive phone calls
- Impersonation by using other people's passwords and pretending to be them
- Threatening or bullying emails, possibly sent using a pseudonym or someone else's name
- Menacing or upsetting responses to someone in a chatroom
- Unpleasant messages sent via instant messaging
- Unpleasant or defamatory information posted to blogs, personal websites and social networking sites, e.g. Facebook

**NB.** The above list is not exhaustive, and cyberbullying may take other forms.

Parents will also be invited to attend training sessions at the school facilities in order to educate them on the signs and symptoms of cyberbullying, and will be advised to report to the headteacher if their child displays any of the signs outlined in this section.

Staff and Children will be instructed not to respond or retaliate to cyberbullying incidents. Evidence of the incident should be recorded, e.g. taking screenshots. Staff will report incidents to their line manager or the headteacher for the incident to be investigated and support to be provided. Children will report incidents to a trusted member of staff.

Where offensive content is posted online targeting a staff member or pupil, the person targeted will be encouraged to use the reporting mechanism on the website or social media platform to request its removal. Where the person who has posted it is known to the school, the headteacher will request they remove it directly.

In accordance with the Education Act 2011, the school has the right to examine and delete files from Children's personal devices, e.g. mobile phones, where there is good reason to do so. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone.

## 8. Procedures

### Implementation

1. In the first instance, bullying incidents/allegations are reported to the class teacher
2. If bullying is suspected or reported, the incident will be dealt with by the member of staff who has been approached and escalated to the Assistant Headteacher/Phase Leader.
3. A clear account of the incident will be recorded in the bullying incident form (see Appendix 1)
4. The class teacher and/or Assistant Headteacher/Phase Leader will investigate and will record the incident.
5. Parents/carers will be informed and will be asked to come in to a meeting to discuss the allegations (if they were not the ones who raised the concern initially).
6. Parents will be kept informed, and a future appointment made to discuss actions and find out if it has stopped.
7. Age appropriate consequences will be used in line with the Behaviour Policy.
8. Every effort will be made to help the bully (or bullies) change their behaviour.
9. If necessary and appropriate, police will be consulted.
10. When the school is satisfied that the bullying has ceased, a final meeting will be held with the parents concerned to explain that the matter has been dealt with. Should future concerns arise, parents will be encouraged to share these in the same way.

When investigating a bullying incident, the following procedures will be adopted:

- All parties, alleged parties will be interviewed separately
- If appropriate, individuals are asked to write down details of the incident.
- In cases of alleged cyber incidents evidence will be gathered of a cyberbullying incident; this may involve text messages, emails, photos, etc.

Due to the potential for some specific forms of bullying to be characterised by inappropriate sexual behaviour, staff members involved in dealing with the incident are required to consider whether there is a need for safeguarding processes to be implemented.

## 9. Consequences

Age appropriate consequences may take place, as detailed below:

- periods of break/lunchtime spent reflecting on their behaviour (as per the behaviour policy)
- missing extra-curricular activities
- missing educational academy visits
- removal from specific lessons
- having break time in a different playground for a specific length of time
- time away from class and peers
- accompanied around academy by a member of staff during transition times
- if it is a group of bullies the children concerned may be separated at break times
- suspension

After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place. Any future incidents will be recorded and followed up as appropriate.

Parents are informed of bullying incidents and what action is being taken.

Following an investigation pupils will engage in restorative activities this may include support mechanisms to ensure they feel safe moving forward.

## **10. Bullying outside of school**

Staff will remain aware that bullying can happen both in and outside of school and will ensure that they understand how to respond to reports of bullying that occurred outside school in line with the Child Protection and Safeguarding Policy and the Child-on-child abuse Policy.

## **11. Record keeping**

The Assistant Headteacher with responsibility for Behaviour and Attitudes will ensure that robust records are kept with regard to all reported or otherwise uncovered incidents of bullying – this includes recording where decisions have been made, e.g. consequences, support, escalation of a situation and resolutions.

The headteacher and Assistant Headteacher with responsibility for Behaviour and Attitudes will ensure that all decisions and actions recorded are reviewed on a regular basis for the purposes of:

- Identifying patterns of concerning, problematic or inappropriate behaviour on the part of certain Children that may need to be handled, e.g. with pastoral support.
- Reflecting on whether cases could have been handled better and using these reflections to inform future practice.
- Considering whether prevention strategies could be strengthened based on any patterns in the cases that arise.
- Responding to any complaints about how cases have been handled.

## **12. Monitoring and review**

This policy is reviewed annually by the headteacher and the governing body. Any changes to this policy will be communicated to all relevant stakeholders.



# Bullying Allegation Form

## Appendix 1

Location/event:	
Date of incident:	
Time of incident:	
Form completed by:	
Date:	

Type of behaviour displayed/experienced: (Please Tick)			
Isolation/being ignored or left out		Possessions/ taken or damaged	
Spreading rumours			
Physical/being hit or hurt		Forced into actions against will/hazing	
Verbal (name-calling, taunting, mocking, threatening)		Written	
Cyber (On-line, social media, email, text, posting photos/videos)			
Other (please specify)			

Names of individuals involved:

		Gender	Age	Role*
1				
2				
3				
4				
5				
6				

\*Role: V Victim    P Perpetrator    A Associate    B Bystander

Where did the incident/s take place?
Brief summary of the behaviour
Action taken Overall (include details if incident referred on): Include any consequences, parental involvement, or involvement with external agencies.

What needs to happen now?		
Action	By who?	By when?

### Factors to help determine if incident constitutes bullying

- ☐ Incident **was** bullying (all 4 indicators agreed)
  - ☐ **Repeated:** Incidents are not one-offs; they are frequent and happen over an extended period of time.
  - ☐ **Intent:** The perpetrator means to cause verbal, physical or emotional harm; it is not accidental.
  - ☐ **Targeting:** Bullying is generally targeted at a specific individual or group.
  - ☐ **Power imbalance:** Whether real or perceived, bullying is generally based on unequal power relations, whereby the victim feels they cannot defend themselves, or that the perpetrator is exploiting their power (size, age, popularity, abusive language, labelling, name calling etc.)
  
- ☐ Incident **was not** bullying on this occasion because it was
  - ☐ the first hurtful incident between these children
  - ☐ teasing/banter between friends without intention to cause hurt (should not happen again)
  - ☐ falling out between friends after a quarrel, disagreement or misunderstanding
  - ☐ conflict that got out of hand (should not happen again)
  - ☐ activities that all parties have consented to and enjoyed (check for subtle coercion)
    - got out of hand
    - parental concern
  - ☐ Other \_\_\_\_\_

### Focus of Bullying/Hurtful Behaviour

Please tick all elements which apply in your understanding of the incident(s) and record specific language:

	Definitely applies	Possibly applies
Age/ Maturity		
Appearance		
Size/weight		
Class/Socio-economic		
Family circumstance (e.g. caring role)		
Ethnicity/Race		
Religion/Belief		
Sex		
Transphobia/charact identity		
Homophobia/sexuality		
Sexualised		
SEN and Disability		
Ability/application		

# Bullying incident flow chart

## Appendix 2

