

## Policy & Procedure

# Thornton Primary School



## Anti-Bullying Policy 2025-2028

*Much of this policy mirrors that in the school's Behaviour Policy and should be read in conjunction with this. It also links to the school's Equal Opportunities Policy, Race Equality Policy, Inclusion and Accessibility Policy, Child Protection Policy, Child on Child Abuse Policy, School Aims and Vision Policy, Children in Care Policy, Spiritual, Moral, Social and Cultural Policy, E-Safety Policy and Dignity at Work Policy.*

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Autumn 2025 **and will be reviewed again in Autumn 2028.**

Signed: \_\_\_\_\_ Chair of Governors

Date: \_\_\_\_\_

## Non-Statutory Policy

## Thornton Primary School Anti-Bullying Policy

### Thornton Primary School Vision and Aims

**Our aim** is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



**Excellence**  
Independence Enthusiasm Equality  
**Responsibility Empathy**  
Confidence Perseverance Care  
**Aspiration**  
Respect  
**Pride Tolerance**  
Teamwork Challenge Integrity  
**Enjoyment**



### Definition

Bullying can be described as being '**a deliberate act done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. Bullying can range from ostracising, name-calling, teasing, threats and extortion, through to physical intimidation, assault on persons and/or their property**'.

Bullying is different from other kinds of unacceptable behaviour because it is '**the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power**'. At Thornton, staff and children also define bullying as something that happens **Several Times On Purpose**.

It is, therefore, important to maintain records to be able to identify the extent of the perpetrator's behaviour and whether the frequency can be defined as 'several times'. This will be carried out by completing a log of incidents. The Head teacher is ultimately responsible for deciding whether the behaviour is persistent enough to qualify the behaviour as 'bullying'.

Staff, parents and children at Thornton work together to create a happy, caring and safe learning environment. Bullying, whether verbal, physical, cyber or emotional, is not tolerated. It is everyone's responsibility to try to prevent occurrences of bullying and to deal with any incidents quickly and effectively.

Research has shown, repeatedly, that the extent of bullying in schools is greatly underestimated.

Bullying may be brought to the attention of any member of staff by the victim(s), their friend(s), their parent(s) or other interested people.

## **Aims**

- ◆ To provide a safe, caring environment for the whole school community, especially the children in our care.
- ◆ To instil in children that bullying is unacceptable and that reports of bullying will be taken seriously, recorded and acted upon.
- ◆ To reassure children that they will be listened to and will know that it is all right to tell.
- ◆ To heed parents' concerns and keep them informed of actions taken in response to a complaint.
- ◆ To take appropriate action, including **exclusion in cases of severe bullying**.
- ◆ To monitor incidents of bullying during the school year by the Head teacher.
- ◆ To fully investigate any report of bullying and ensure detailed records are kept of incidents, reports and complaints. A separate list of any racist incidents will be kept.

## **Help for victims and person displaying bullying behaviour.**

The purpose of this policy must be to provide help for both the victims of bullying and also for those who are carrying it out. Whilst it may be necessary to impose the sanctions described later in this document to help resolve matters, it must always be held in mind that our key aim in all strategies is not that of punishment but of help. It is our intention to ensure that bullying should stop and especially that the person displaying the bullying behaviour (perpetrator) should understand the hurtful nature of their actions and not reiterate similar bullying behaviour in the future.

The school has a Well-being Team and children are regularly reminded of how they can access support in this manner (see also, Appendix 1). Our Well-being Team can offer support for both the victims and perpetrators of bullying. If a member of the Well-being Team feels a child has been bullied, they must refer this to the Head teacher.

## **Thornton Primary School's Golden Charter**

We aim to be proactive about positive relationships in school and we have a code of conduct agreed by adults and children which defines what we feel will help reduce the likelihood of bullying taking hold. The code of conduct is drawn up in consultation with the children. It is displayed in each classroom and the children's attention is drawn to it regularly.

## Thornton Primary School's Golden Charter

**The Golden Charter** provides a set of key values, attitudes and behaviours identified through the school's vision. It ensures that pupils who consistently behave well, show respect towards others and show an excellent attitude towards their learning are rewarded through dojo points, Golden Charter tickets, certificates and trophies.

❖ **Responsibility – knowing our actions impact on our learning and on others**

❖ **Empathy – we understand the feelings of others**

❖ **Sharing**



❖ **Pride – in everything we do**

❖ **Excellence – through high aspirations**

❖ **Challenge – we rise to the challenge and persevere**

❖ **Teamwork – showing a willingness to work together positively**



### **Thornton Primary School – Outside**

*To make our playground a happy place, as well as following our Golden Charter, we will...*

- Keep hands and our feet to ourselves and not hurt others
- Encourage others to play if they are on the 'buddy bench'
- Play nice games; not rough games
- Listen for the whistle to end playtime - stand still at the first and line up at the second
- Be trustworthy, well- mannered and polite when on school trips.

### **Thornton Primary School – Lunchtime**

*To make our dining hall a happy, healthy and safe place, we will...*

- Walk at all times (quietly in the corridors)
- Keep our lunch on our plates or in our lunch boxes
- Put rubbish in the bin
- Say please and thank you
- Talk quietly to children on only *our table*
- Put away our plates and cutlery properly
- Treat all school staff with equal respect.



## Types of bullying behaviour

Bullying behaviour can take various different forms, including those listed below:

- ◆ Physical (including kicking, hitting, taking and damaging belongings)
- ◆ Verbal (including name calling, taunting, threats, offensive or inappropriate remarks both in person and online)
- ◆ Emotional (including spreading rumours, gossiping, excluding from social groups)
- ◆ Cyber (including abusive texts or emails, deliberately excluding others online or in instant messaging services)
- ◆ Prejudice based or discriminatory bullying
- ◆ Behaviour of a sexual nature

## Forms of bullying

Bullying can be because of prejudice against particular characteristics. All bullying, whatever the motivation or method, is unacceptable and is not tolerated at Thornton. All bullying incidents, based on any of these following characteristics, will be given equal importance.

- ◆ *SEN and disabilities*  
Children with SEN and disabilities may be adversely affected to negative attitudes and perceptions of difference; find it more difficult to resist bullies; be more isolated; not understand that what is happening is bullying; or may not be able to articulate experiences as fluently as other children and therefore have greater difficulties in telling people about bullying.
- ◆ *Race, Religion or Culture*  
This includes behaviours where someone is treated badly because of their racial or ethnic background, cultural background or because of their religious backgrounds or beliefs. In a case of racial bullying, the strategies in the Policy for Education for Ethnic Diversity will be implemented. Racist incidents will be recorded in the Head teacher's 'Behaviour' folder and on Relevant Local Authority forms before being reported to the Governing Body and LA.
- ◆ *Appearance or health conditions*  
Bullying based upon health, medical conditions or the appearance of a person.
- ◆ *Home circumstance*  
Children who provide care to someone in their family (with an illness or disability, for example) may be more vulnerable to bullying and can feel isolated. Children in care may also be more vulnerable to bullying for a variety of reasons.
- ◆ *Sexual*  
Sexual bullying has an impact on both genders. Sexual bullying is characterised by abusive name-calling, comments about appearance, attractiveness and emerging puberty, inappropriate and uninvited touching, sexual innuendoes and propositions (i.e. sexual harassment). A **physical sexual assault** will lead to the exclusion of the perpetrator from Thornton.
- ◆ *Homophobic, bi-phobic and transphobic bullying*  
Homophobic, bi-phobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or

marginalised because of their actual or perceived sexual orientation or gender identify, or because of their association with people who are, or are perceived to be homosexual, bisexual or transgender (e.g. children's parents).

### **Bullying of school staff**

Incidents of alleged bullying of staff will be managed through the school's Dignity At Work Policy and through the Head Teacher seeking advice from Human Resources.

### **Reporting bullying**

If a child feels that they are being bullied, they should report their concern to a member of staff. At Thornton children can do this by speaking to any member of staff, or by posting their concern in the school's Worry Box or classroom Worry Box. The School Council should be another forum in which children can report bullying. If a parent is concerned that their child is being bullied, they can report their concerns by speaking to a member of school staff. All members of the school community have a responsibility to report bullying and children are educated within school about the role of the 'bystander'. In order to reduce incidents of bullying and recognise bullies, all staff at Thornton watch for early signs of distress in pupils. We listen, we believe, we act.

### **Strategy for Dealing with Bullying**

In dealing with bullying, staff at Thornton follow these fundamental guidelines.

- ◆ Never ignore suspected bullying.
- ◆ Always challenge inappropriate behaviours and do not dismiss as just banter or a joke.
- ◆ Do not make premature assumptions.
- ◆ Listen carefully to all accounts – several pupils with the same version does not mean they are telling the truth.
- ◆ Adopt a problem-solving approach that moves pupils forward from self-justification.
- ◆ Follow up proven cases to check bullying has not returned.
- ◆ Keep detailed records (*see Appendix 2 and 3*)

### **Responding to reported incidents**

Staff should apply one or more of the strategies below, depending on the perceived seriousness of the situation. The emphasis should always be one of showing a caring and listening approach.

In response to a complaint of bullying, the discipline procedures of Thornton should be followed, with staff making a full investigation, keeping detailed records and applying sanctions as necessary.

The procedures should be followed by the Head teacher or most senior member of staff in their absence.

1. Discuss the nature of the bullying with the 'victim' at length, recording all the facts. This will require patience and understanding.
2. Identify the pupil/s displaying bullying behaviour and any witnesses.
3. Interview witnesses.
4. Discuss the incident(s) with the alleged bully/ies. Confront them with the allegations and ask them to tell the truth about the situation/incident. Make it clear that this is only an investigation at this stage.
5. If the bully owns up, make it understood that bullying is not acceptable at Thornton and what effect it has on the education of the victim and the rest of the children in the class/school. Apply sanctions relevant to the type of bullying.
6. If the allegation of bullying is denied, investigate further. If there is sufficient evidence that the bullying occurred, apply relevant sanctions.
7. Hold separate discussions with parents of bully and victim.
8. Sanctions for the bully include:
  - Loss of privileges
  - loss of breaktimes for a period to be determined by the Head teacher.
  - barred from the playground during lunchtimes for a period to be determined by the headteacher.
  - Suspension from school.
9. Provide a Pastoral Support Programme for the victim with a mentor/named person (usually a member of the Pastoral Support Team) monitoring and observing at break times and lunchtimes, and through discussion to make sure there is no repetition.
10. Provide a Pastoral Support Programme for the pupil displaying the bullying behaviour. This will include a Behaviour Support Programme and opportunities in circle time or groups for the child/ren to discuss relationships, feelings and the effect bullying can have on individuals. A mentor/named person will support the child during this programme.

## Sanctions

Graded sanctions will be applied depending on the severity, circumstance and persistence of the incidents. This will be carried out in line with the school's Behaviour Policy. Where a criminal offence may have been committed, the police will be informed.

## Exclusion

A pupil may be excluded from our school at **lunchtime** if his/her behaviour is so serious that he/she either represents a danger to himself/herself or others – this will reflect national guidelines. This 'danger' could include the psychological effects of bullying upon the victim(s).

If a pupil demonstrates persistent bullying behaviours in lessons and his/her behaviour is so serious that he/she either represents a danger to others, the Head may need to suspend the pupil from the school for a fixed period of time. Such action would always be reported to the Chair of Governors. If an exclusion is likely, the school will refer to the SLT policy on exclusion.

**Exclusion from school is the last resort and will, in all but the most extreme cases, be preceded by the steps outlined above.** Our school has adopted the Symphony Learning Trust policy on suspension and exclusion.

### **Hierarchy**

The order of responsibility for dealing with serious incidents is:

1. Head teacher
2. Assistant Head teacher
3. SENCo
4. Other teachers

*Any of the above who deal with incidents of bullying should complete the Behaviour Incident form (see appendix 2 and 4 where a more detailed account is required).* This information will be kept in a folder securely and used to identify patterns and trends to help adults target areas of need.

### **Bullying off the School Premises**

Teachers have the power to discipline pupils for misbehaving outside the school premises **'to such an extent as is reasonable'**. Where bullying outside school is reported to school staff, it will be investigated and acted upon. If both the victim and the pupil displaying bullying behaviour are from our school, action will be taken as if the incident has occurred within the school, and this includes informing parents.

In all cases of misbehaviour or bullying, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under lawful control of the staff member.

If a child from Thornton is involved in a bullying incident with a pupil from another school we will liaise with the other school to ensure that there is no reoccurrence. Where possible, Thornton will support pupils who have been bullied, especially on their way to or from school, by pupils from another school or by other persons.

The following steps should be taken.

- ◆ Talk to the Head Teacher of another school whose pupils are displaying bullying off school premises.
- ◆ Talk to the Police about problems on the local streets.
- ◆ Talk to pupils about how to avoid or handle bullying situations.

### **Strategies for preventing bullying**

The school takes preventative action to reduce the likelihood of bullying incidents. Stereotypical views are challenged and pupils learn to appreciate and view positively differences in others.

In order to prevent bullying within our school, we take on a number of preventative strategies. These strategies include:

- ◆ Assessing bullying in school regularly (e.g. through pupil and parent surveys)

- ◆ Working as a community (e.g. having visitors, such as the Police, visiting school to talk about behaviour and choices children have)
- ◆ Establishing a climate in which bullying is not acceptable (e.g. through the Anti-Bullying Policy, the Golden Charter and a clear system for reporting bullying)
- ◆ Building a safe environment for children
- ◆ Educating children about bullying and skills to intervene (through curriculum lessons, National Anti-Bullying Week activities, assemblies and school visitors)
- ◆ Educating school staff about how to prevent and deal with incidents of bullying (through training and staff meetings)
- ◆ Peer-led interventions and support (e.g. the School Council)
- ◆ Supporting children in developing positive social skills when outdoors through the use of Playground Leaders and Ambassadors.

### **Equality Statement**

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

### **Inclusion**

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

# If someone is being unkind to you

## 1 Tell your...

**Friend** and / or...



Always tell someone  
in school

**School Councillor**, then... Tell your Teacher



**S**tart **T**elling **O**ther **P**eople

- Your teacher will talk to the pupil who is being unkind, the same day if possible, and check to see that the problem has stopped.

2 If the pupil continues to be unkind, **tell...Mr Simpson**

- He will talk to the pupil privately. He will remind him/her that he/she needs to stop being unkind. The pupil may miss 5 minutes play at both playtimes.



3 If the pupil still continues to behave inappropriately, **tell...**

**Mr Simpson again and they will speak to Mrs Acton**

Mr Simpson will now be **very disappointed** with the child who is being unkind to you ☹️



**who will...**

- speak to the pupil and explain that he/she has to miss his/her playtimes for 2 days – at least.
- write to the pupil's parents to explain what has happened and to invite them into school.
- explain that playtimes will be missed until the pupil starts to behave kindly towards others.

Mrs Acton will be **even more disappointed** with the child who is being unkind to you ☹️

**Hopefully, the pupil will realise that he/she is being unkind and change their behaviour. The problem should stop**

4 If the pupil still cannot behave as we would expect in our school

- Mrs Acton will meet with the pupil's parents and explain the outcome of the meeting.
- Mrs Acton will meet with our governors and ask them whether they wish our school to keep someone who is so unkind to others.



Remember. **Bullying** is something that happens **S**everal **T**imes **O**n **P**urpose

If you fall out with your classmates (we all fall out from time to time) an adult in school will help you to resolve your problems. If you are worried about anything, you can also put a slip into the **Worry Box** to speak to one of the **Well-being Team**.

## Behaviour Incident Form

**Date:**

**Person completing the form:**

**Time:**

<b>Playground</b>		<b>Dining room/hall</b>		<b>Toilets</b>	
<b>Cloakroom</b>		<b>Corridor</b>		<b>Classroom</b>	

<b>Name(s)</b>	
<b>Target Name(s)</b>	

<b>Type:</b>		<b>Form of behaviour:</b>	
<b>Emotional</b>		<b>Physical (Refer to SLT)</b>	
<b>Physical</b>		<b>Comment general</b>	
<b>Prejudice - e.g. racist, homophobic</b>		<b>Cyber related</b>	
<b>Sexual harassment</b>		<b>Damaging/hiding/stealing property</b>	
		<b>Excluding from group</b>	
		<b>Indirect (ignoring)</b>	
		<b>Name calling</b>	
		<b>Physical Contact (unintentional) but resulting in another child getting hurt/ property being damaged.</b>	
		<b>Rudeness towards an adult</b>	

**Brief summary of incident:**

**Action required:**

<b>Dealt with, no further action required by teaching staff but requires entry onto Behaviour Log</b>	
<b>Requires further follow up by teaching staff. (unresolved, repeated after verbal warning)</b>	
<b>Referred to SLT (serious conduct, physical assault, prejudice, sexual harassment, cyberbullying)</b>	

Thornton Primary School

# Behaviour Incident Record

This record to be completed for incidents involving significant issues of poor behaviour

Date		Time			
Child's Name		Other Children			
Who was present?					
Notes					
Next steps					
Signed		Date		Time	
Further/Follow-up Notes Actions					

*This record to be filed securely in the Behaviour Folder in the Head's Office*