



ANTI-BULLYING POLICY

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This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.



Greenleas School



Anti-Bullying Policy

Date: May 2026

(To be read in conjunction with our Behaviour policy.)

This policy is based on DfE guidance “Preventing and Tackling Bullying. Advice for headteachers, staff and governing bodies” and supporting documents “Supporting children and young people who are bullied: advice for schools”, “Cyberbullying: advice for headteachers and school staff” and “Advice for parents and carers on cyberbullying” November 2014.

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1. Objectives

This policy outlines what Greenleas School will do to prevent and tackle bullying. We are committed to developing an anti-bullying culture whereby no bullying, including between adults or adults and children and young people will be tolerated.

2. Definition of Bullying

Bullying is “Behaviour by an individual or a group, usually repeated over time that intentionally hurts another individual either physically or emotionally”. (DfE “Preventing and Tackling Bullying”, November 2014) The Anti-Bullying Association defines it as: “the repetitive, intentional hurting of one person or group, where the relationship involves an imbalance of power”.

Bullying can include: name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. These behaviours would be repeated over time and often involve an imbalance of power. Bullying can also include cyberbullying or online bullying. Use of the internet is supervised in school and any

online bullying behaviour within school e.g. the repeated sending of messages with the intent to hurt or offend would be subject to the school's procedures.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, sexual gestures, unwanted physical attention, comments about sexual reputation, inappropriate touching
Direct or indirect verbal	Name-calling including use of homophobic language, sarcasm, spreading rumours, teasing,
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites
Prejudice-related	derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. This language and behaviour may be directed towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or trans, or are perceived to be, or have a parent/carer, sibling, or friend who is, because they have a learning or physical disability. Such language and behaviour are generally used to refer to something or someone as inferior.

Bullying is not: getting on and falling out, changing friendship groups, being rude, being mean, or a one-off incident of hurting another child, physically or otherwise.

We also recognise that incidents may occur between pupils, which may not be deemed as 'bullying' but still require support or intervention from trusted adults. These incidents may be referred to as 'relational conflicts' or falling out. Relational conflict differs to bullying in the fact that it is usually between individuals or groups who are relatively similar in power and status (a power balance), and the behaviours or incidents occur occasionally (not repetitive) or occur by accident (not intentional). Usually, following a relational conflict incident, pupils show remorse and there is a general willingness to make things right or to resolve the conflict. Not all relational conflict or falling out leads to bullying, but our school is aware occasionally some can, and we are mindful that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

3. Procedures

- Report bullying incidents to the class teacher or other member of staff promptly, this should be done by completing the "Is my child being bullied?" form available on the school website.
- In cases of serious bullying, the incidents will be recorded by staff and referred to a member of SLT
- In any case of alleged bullying, either the class teacher or SLT member will first establish the facts by speaking to all those involved, including witnesses

- If the allegation is upheld, the Head Teacher or SLT member will seek to use a restorative approach with all parties concerned.
- Approaches will be used to support the required changes in behaviour
- Parents of those involved will be informed
- Support will be given to those involved in bullying through opportunities to discuss their experiences, pastoral support, removal and reporting of online comments or posts, involvement of parents, or otherwise offering ongoing support.
- On the school's shared drive, there is an anti-bullying log in which incidents of bullying that occur both in and out of class are recorded.

4. The role of the school community

- Take all forms of bullying seriously, and seek to prevent it from taking place.
- To create and support an inclusive environment which promotes a culture of mutual respect, consideration and care for others.
- Recognise that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Challenge practice which does not uphold the values of tolerance, non-discrimination and respect towards others.
- Actively promote opportunities to develop pupils' social and emotional skills, including their resilience.
- Celebrate success and achievements to promote and build a positive school ethos
- Teachers record all significant incidents that happen in their class or that they are witness to across the school on CPOMS. If teachers witness an act of bullying, they will either investigate it themselves or refer it to the head teacher. Teachers and support staff do all they can to support the child who is being bullied. If a child is being bullied over a period of time, then, after consultation with the head teacher, the teacher informs the child's parents or carers.
- When any bullying has taken place between members of a class, the teacher will deal with the issue immediately. This will involve a full investigation the situation, and may then involve informal counselling and support for the victim, and taking direct preventative action with the perpetrator. Time is spent talking to the child who has done the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. If a child is repeatedly involved in bullying, we inform the head teacher and, in some cases, the special needs co-ordinator (SENCO). We then invite the child's parents or carers into the school to discuss the situation. In more extreme cases, e.g. where these initial discussions have proved ineffective, the head teacher may contact external support agencies, such as social services.

5. The role of the head teacher

- It is the responsibility of the head teacher to implement the school anti-bullying policies and related strategies, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and 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 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 an assembly as the forum in which to discuss with other children why such behaviour is wrong, and the actions which the school is taking to prevent it.

- The head teacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- The head teacher sets the school climate of mutual support and praise for success, thereby making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

6. The role of governors

- The governing body supports the head teacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying at all in our school, and any incidents of bullying that do occur will be taken very seriously, and dealt with appropriately.
- The governing body monitors incidents of bullying that do occur, and reviews the effectiveness of this 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.
- A parent who is dissatisfied with the way the school has dealt with a bullying incident can ask the chair of governors to look into the matter. 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.

7. The role of parents and carers

- Parents and carers who are concerned that their child might be being bullied, or who suspect that their child may be the perpetrator of bullying, should contact their child's class teacher immediately. If they are not satisfied with the outcome of this, they should contact the head teacher. If they remain concerned that their worries have not been taken seriously or acted upon appropriately, they should follow the school's Complaints Procedure, as detailed on the school website.
- Parents and carers should be aware of the increasing dangers of 'cyber bullying', through the sending of text messages to mobile phones or the posting of personal information or views on social networking sites, and should exercise due parental responsibility in supervising their children's use of phones and the Internet.
- Parents and carers have a responsibility to support the school's anti-bullying policy, actively encouraging their child to be a positive member of the school.

8. The role of pupils

- Pupils are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know.
- Pupils are invited to tell us their views about a range of school issues, including bullying, through circle time and "pow wows".

9. Monitoring and review

- This policy is monitored on an ongoing basis by the head teacher, who reports to governors on request about the effectiveness of the policy.
- This policy will be reviewed every three years or sooner if necessary.

Appendix A – Is my Child being bullied? Form.

Is My Child Being Bullied?

If you are concerned your child is being bullied, arrange to discuss this with their class teacher straight away. To help us identify whether your child is being bullied, please complete the below form and bring it with you to the meeting.

Please tick any of the below which apply to your child

- Another child has physically hurt my child
- Another child has used upsetting words to my child
- Another child has encouraged other children to physically hurt my child
- Another child has encouraged other children to use upsetting words towards my child
- This behaviour has happened once
- This behaviour has happened on several occasions
- The other child and my child are sometimes friends but they fall out
- The other child has never been friends with my child
- The behaviour has been repeated many times in a range of different situations
- The behaviour is intended to control my child in some way
- The behaviour is being repeated outside of school
- The behaviour only happens in certain situations, e.g. playing football
- The behaviour is happening because my child is different in some way to the other child (older, different ethnicity, religion, SEND etc)
- The behaviour is isolating my child from their friends
- The same behaviour is happening to my child by a number of different children
- Different behaviour is happening to my child by different children
- The behaviour is happening to my child by a group of children at the same time
- The behaviour is happening by messaging, social media or other technology
- Has your child spoken to a school adult about the behaviour? If yes please give details.

Has this behaviour been witnessed by other children?

How is this behaviour affecting your child?

- Which children are involved in this behaviour? Please give details of when, where, who and what behaviour was carried out.

Thank you for completing this form. It will be used to support your discussion with the class teacher and the investigation of the bullying allegation and will be used to ensure the behaviour is correctly identified and addressed.

Completed by

Date

Received by

Date

Teacher please take a copy and return the original to the parent.