

# The Grove Primary School



# Anti-Bullying Policy 2025-2028

Date written:	October 2025
Date to be reviewed:	October 2028
Signed by:	



## **Introduction**

At The Grove we are committed to providing a welcoming, caring and secure environment where children can learn and play safely, in line with our values and vision statement.

We believe that bullying behaviour is totally unacceptable and it will not be tolerated in our school and we expect the whole school community, including parents and carers, to model appropriate behaviour towards one another. We are a 'TELLING' school, which means we encourage anyone who experiences or sees bullying to TELL an adult straight away.

This policy was developed from consultation with staff, governors, pupils and parents and is written in line with the DfE guidance 'Preventing and Tackling Bullying: Advice for School Leaders, staff and Governing Bodies' July 2011 (Revised July 2017) and with advice and support from the Leicestershire Anti-Bullying Team.

This policy is supported by the following school policies: [Behaviour, Safeguarding, Whistleblowing and Acceptable use of ICT.](#)

## **Aims and objectives of this policy**

- The aim of this policy is to set out what bullying is, how we respond to bullying, and how we create a positive and anti-bullying culture and ethos
- To reduce the instances of bullying throughout the school
- To promote the acceptance, tolerance and respect of individual differences
- To ensure that instances of bullying are reported so they can be investigated and recorded in line with this policy
- To take steps to prevent (as far as possible) and deal effectively with any behaviour deemed as bullying

## **Responsibilities**

The Governing Body of the school are responsible for determining the content of the policy and the Headteacher for implementation. The lead staff in The Grove Primary School are the Headteacher and the Assistant Headteacher.

## **Publication of information**

This policy will be published on the school website.



## **What is bullying?**

The children, parents, governors and staff have come up with the following definition of bullying:

At The Grove we believe that bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying is not the odd occasion of falling out with others, name calling, arguments or when the occasional trick or joke is played on someone. It is bullying if this is done over a period of time on purpose. It is different to other kinds of unacceptable behaviour because bullying intentionally singles out individuals/ groups of children, with the intention of hurting them.

The Equality Act 2010 is UK law that protects people from discrimination, harassment, and victimisation in the workplace and society based on nine "protected characteristics", including age, disability, race, religion, sex, sexual orientation, gender reassignment, pregnancy/maternity, and marriage/civil partnership. It replaced previous laws into one, making it easier to understand, and aims to create a fairer society by promoting equal opportunities and preventing unfair treatment.

We recognise the following kinds of bullying behaviours:

**Physical**- pushing, hitting, kicking, punching or any other forms of violence. Taking, hiding or damaging someone else's belongings.

**Verbal**- name calling, threats, insulting, abusive remarks, nasty teasing

Psychological- spreading rumours, exclusion from games and chats.

**Emotional** – excluding, tormenting, humiliating, excluding from gesturing and body language.

**Cyber**- use of electrical devices including mobile phones and social networking sites on the internet to deliberately upset someone.

**Bullying based on disability (disablist)**- is where the motivation for bullying behaviour is based on the target's real or perceived disability, special needs, gifted or talented or health conditions or association with someone in those categories or association with someone with a disability/special need.

**Bullying based on gender reassignment (transphobic)**- is when the motivation for bullying behaviour relates to the target being trans, or perceived to be trans, or their gender or gender identity being seen as different to typical gender norms. A person could also be targeted because they have a trans family member.



**Bullying based on race or ethnicity (racist)**- is where the motivation for bullying behaviour is based on the target's actual or perceived skin colour, culture, language, ethnicity or national origin. A person could also be targeted because of their association with someone with the protected characteristic of race.

**Bullying based on religion or belief**- is where the motivation for bullying behaviour relates to the target's beliefs, faith or identity. It may also be because of a perception or assumption about religion, belief or lack of belief (which may or not be accurate), or because of their association with an individual or group of a particular religion or belief.

**Bullying based on sexual orientation** (homophobic or biphobic) – is where the motivation for bullying behaviour is based on the target's sexual orientation, or perceived orientation, or that of their family/friends and/or homophobic/biphobic abuse and language used. Bisexual people may experience homophobic bullying, but they are also likely to experience biophobic bullying.

**Bullying based on sex (sexist)**- is where the motivation for bullying behaviour is based on sexist language, attitudes and behaviours that when expressed demean, intimidate or harm another person because of their actual or perceived sex or gender. A person could also be targeted because of their association with someone with the protected characteristics of sex.

**Bullying based on appearance or health conditions** – is where the motivation for bullying relates to the target's physical appearance (e.g hair colour or clothing), or a health condition (e.g a disfigurement, a traumatic injury, or severe skin condition)

**Bullying based on weight** is where the motivation for bullying behaviour related to a target's individual weight or size. It can also stem from negative stereotypes and bias about weight.

**Bullying based on home circumstance**- is where the motivation for bullying is based on the target's living arrangements (e.g being a young carer or a child in care), geographic locality (i.e where they live) their class background, whether they are from a low income family or in receipt of free school meals.

### **Signs and symptoms**

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- Is unwilling to come to school
- Begins to truant
- Feels ill in the morning or before a particular lesson, or claims to feel ill
- Becomes withdrawn, anxious or



- lacking in confidence
- Stops eating
- Suddenly starts getting low marks
- Becomes very emotional and tearful
- Becomes aggressive, disruptive or unreasonable
- Has unexplained cuts and bruises
- Is frightened to say what's wrong
- Is afraid to use the internet or mobile phone
- Is nervous and jumpy when a cyber-message is received

These signs and behaviours may indicate other problems, but bullying should be considered as a possibility and explored.

### **Reporting and responding to bullying**

This is what we tell children to do if they are being bullied.

*Posters (see right) are around school for the children to see.*

We are a 'TELLING' school, so... **Tell someone about it!**

'**S**everal **T**imes **O**n **P**urpose' – S.T.O.P

'**S**peak **T**o **O**ther **P**eople' – S.T.O.P

Children can report bullying through worry boxes. Each classroom has a worry box where children can either write their worries on paper (KS2) or circle the emoji that they are feeling (ks1)

All adults at school take reports of bullying seriously and will act upon it. You can also tell a trusted friend who will inform a school adult.

We expect bystanders (children, school staff and parents/ carers) to tell an adult in school. Bystander behaviour is regularly a feature of assemblies and Personal, Social, Health Education (P.S.H.E.)/SEAL sessions for all year groups.

### **What should parents/ carers do if they think/feel/believe their child is being bullied?**

Contact the school. This can be done in the form of email, via dojo or phoning the school. The first point of contact is the child's class teacher. It is important that parents feel confident to talk to staff about their concerns.

*The class teacher will:*

1. Clearly explain school policy and reassure the parent that the allegation will be followed up promptly
2. Agree a timescale to speak to the parent after investigations have been made
3. Inform the Headteacher or Assistant Headteacher of the incident and outcomes
4. Feedback to the parent and reassure that appropriate measures are being taken to ensure the well-being of their child in school.

### **School staff will respond to reported incidents by:**

1. Class teacher/ headteacher/ assistant headteacher will meet with the individual and encourage them to talk about the incidents, issues and feelings



2. Arrange an appropriate programme of support to monitor and restore a child's well-being
3. Inform the victim's parents
4. Collect information from other children if appropriate
5. Class teacher/head/assistant head meet with the child alleged to have been involved in bullying, behaviour and listen to their perception of the incidents and any motivation for the behaviour
6. If bullying has taken place encourage the child to acknowledge that the behaviour is unacceptable and must stop
7. The Head/ Assistant Head will decide at what point it is appropriate to make contact with parents depending on the nature of the incident
8. Should any incidents of bullying be deemed of a particular nature the Head will inform parents immediately of the possibility of exclusion
9. The Head may take the decision to exclude a child immediately for serious bullying behaviour

The following graduated sanctions may be used as part of the school behaviour procedures – these will be in relation to any incident:

- Apologise to the victim verbally or in writing
- Lose playtimes
- Spend lunchtimes with an adult in 'Time In'
- Parents invited into school to discuss incident and consequences
- Daily or weekly report card
- Temporary or permanent removal to another class
- Withdrawal from participation in school visits or club activities that are not part of the statutory curriculum
- Fixed term exclusion
- Permanent exclusion if bullying persists
- Police notified if a criminal offence committed

### **What will happen next?**

The headteacher, assistant headteacher or class teacher will follow-up with the child(ren) concerned over the course of the first few weeks after a bullying incident, and will monitor after that.

### **How will we support the bullied child?**

We will reassure the target of the bullying, and help them discuss how it made them feel and what they need to help support them, such as:

- Peer support/ buddy
- Support from a trusted school adult, such as when they feel anxious or under pressure
- A phased return to school
- Things to do at break and lunchtime so they are not alone



## **How will we work with them to change their behaviour?**

We will support them by:

- Making sure they understand how to follow the school rules and the consequences if they break them
- Helping them learn empathy – learn the effects their behaviour choices have on others
- Teaching other children to learn about their behaviours that support and enable bullying, such as if a bully finds themselves isolated it is a powerful incentive to stop

## **Bullying outside school premises**

Where bullying outside school is reported to school staff, it will be investigated and acted on. Bullying will not be tolerated and the Headteacher has a statutory power to discipline pupils for poor behaviour outside of the school premises.

## **Recording incidents**

Incidents will be recorded in a central anti-bullying log. The person responsible for coordinating the recording system and analysing patterns is the deputy headteacher.

The information will be used to see what patterns emerge (e.g. where most bullying happens, why it happens, who does it, when it occurs etc.), and what needs to happen to reduce the incidents of bullying.

## **Strategies we use to prevent bullying**

- We are proactive – we've developed a school ethos that promotes tolerance and respect of all.
- Anti-bullying information is high profile around the school
- We keep anti-bullying high profile through regular anti-bullying assemblies, activities and lessons
- School rules are prominently displayed around the school
- We use praise and rewards to reinforce positive behaviour
- We have an anti-bullying week every year to promote the school's Anti-Bullying Policy
- We regularly conduct a whole school survey on bullying, evaluate responses and respond accordingly
- We deliver the anti-bullying message in PSHE lessons including SEAL and R Time, other relevant subject areas and assemblies
- Difference and diversity is promoted whenever possible as part of the taught curriculum
- Anti-bullying is a regular agenda item for School Council meetings and the Senior Leadership Team meetings
- Anti-bullying training is given to all members of staff including lunchtime supervisors
- Break times and lunchtimes are used as a time to participate in activities, so there are lots of things to do during these times



- The whole school community is encouraged to model appropriate behaviour towards one another

### **Monitoring and evaluating the effectiveness of the Anti-Bullying Policy**

- This policy will be reviewed by staff, pupils, parents and governors in line with the policy review cycle, and updated as necessary
- Observation of playground activity by the Senior Leadership Team
- Ongoing evaluation of Lunchtime Red Card Incident Book
- Evaluation of Pupil's Bullying Survey results
- Pupil interviews conducted by the governor responsible for behaviour and safeguarding
- Responses from annual Perceptions survey analysed and acted upon
- Responses from annual questionnaire to parents/ carers analysed and addressed

### **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.

### **Equality statement**

At The Grove Primary School, we seek actively to encourage equity and equality through our work. No gender, race, creed or ethnicity will be discriminated against. The school's Disability Equality Scheme will be followed and the use of stereotypes under any of the above headings will always be challenged.