Anti-Bullying Policy

Approved by Governors: Spring 2026

Signature: *Julie L Dekker* Executive Headteacher

Signature: *Heather Musk* Chair of Governors

To be reviewed : Spring 2029

Reviewed every three years

Executive Headteacher:
Mrs Julie Dekker B.Ed (Hons), NPQH
Email: office@rocklands.norfolk.sch.uk office@greatellingham.norfolk.sch.uk
Rocklands: 01953 483369 Great Ellingham: 01953 453342

Context

This policy is written in close alliance with our Positive Behaviour Policy. It re-iterates the rationale that everyone with the Federation of Great Ellingham and Rocklands Primary Schools has the right to feel welcome, secure and happy in order that they may develop to their full potential.

Aims

NCC statement:

"We believe that all forms of bullying are unacceptable and should not be tolerated. We want children, young people and adults in our schools to be and feel safe from bullying and discrimination. We also want everyone who works with children and young people to take bullying seriously and know how to resolve it positively. We seek to empower them to challenge, remedy and prevent bullying, creating a culture where every child, young person and adult is treated with dignity and respect and takes seriously their responsibility to treat others in the same way."

We aim to provide a secure environment where children feel valued, safe and happy. We encourage children to become responsible citizens who have a mutual respect and understanding for one another.

However, we do recognise that bullying can occur in all institutions both between children and sometimes between adults. When bullying is allowed to go unchecked in schools: -

- children are unhappy and may feel unsafe
- children find it difficult to learn and achievement suffers
- children are witnessing negative role models
- staff are unable to fulfil their roles effectively

In our federation we take a very serious attitude towards bullying. It will not be tolerated. Therefore, we aim: -

(i) to prevent the occurrence of bullying wherever possible
(ii) to reduce incidences of bullying
(iii) to establish procedures for known or suspected incidences
(iv) to provide support for victims and bullies to reduce and prevent further bullying
(v) to ensure our pupils recognise what bullying is and to provide them with strategies for dealing with it

What is bullying?

Bullying is a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or a group. **Bullying isn't** when children and young people of a similar age and size find themselves in conflict, without an imbalance of power or use of intimidation. (NCC definition)

Bullying can take a variety of forms, including: -

- name calling
- physical violence – hitting, kicking, punching etc.
- aggressive behaviour and physical intimidation
- threatened violence
- isolation
- stealing or demanding money
- ridicule
- damaging property
- sexist/racist/religious abuse
- indirect action such as spreading unpleasant stories about someone
- cyber bullying (this is likely to be initiated outside school)

All such types of behaviour will not be tolerated.
The school works very hard to ensure that pupils are aware of the difference between bullying and simply 'falling out' or individual acts of unacceptable behaviour (or a repeated act with no connection) which should be dealt with under the positive behaviour and discipline policy. The school recognises that some groups of pupils may be more vulnerable than others: e.g. SEN, LAC, FSM or EAL.

Actions to tackle bullying

Prevention is the key, so we will be vigilant for signs of bullying and always take reports of incidents seriously. Wherever possible we use the curriculum through class discussion and PSHE to reinforce the ethos of the school and help pupils to develop strategies to deal with bullying type behaviour. Assemblies too can deal with issues relating to the topic of bullying and self-esteem
Pupils are told that they **must** report any incidence of bullying to an adult within the school. All reported incidences will be investigated. Parents of the bully and the victim will be informed of incidents and work closely with school in resolving issues.

The schools will take part in National Anti-Bullying Week and regularly review the Anti-Bullying Alliance Charter, implementing its principles. The schools take steps to ensure that pupils identify two adults that they feel safe to talk to.

Procedures *when bullying is identified or reported*

1. Investigate fully – seek witnesses if possible.
2. The incident must be carefully logged with accounts from both bully and victim. (Appendix1: Bullying Incident Report Form)
3. The executive headteacher (or deputy head) should meet with the **victim** and reassure them. Discussion should focus on the effect of bullying and the victim should be encouraged to express his/her feelings. The victim should be encouraged to develop

appropriate strategies in handling situations. If the victim is being provocative in some way, strategies should be developed to reduce the level of provocation.

4. The executive headteacher (or deputy head) and the federation pastoral lead should meet with the bully/bullies and discuss the situation. With the support of these adults, the victim and bully will be supported to discuss the incident, outcome and feelings; encouraging mutual resolution of differences.
5. Parents of victim and bully to be informed and involved in the resolution.
6. If appropriate involve other pupils e.g. prefects.
7. With the involvement of the behaviour support specialist, a plan of action should be agreed by all parties and progress monitored and reviewed. Consequences should be made clear. (see Positive Behaviour Management Policy)
8. Serious action will be taken where incidents of bullying involve extreme abuse, if the bullying continues or there is a record of repeated related incidents. Such cases may result in fixed term or permanent exclusion.
9. Incidents involving staff should be dealt with and investigated through Norfolk County Council HR procedures including using the Dignity at Work Policy and procedures.
10. Staff should speak with their line manager in the first instance (or alternate manager or Chair of Governors if their concerns are with the line manager). Members of the school workforce suffering from, or concerned about, bullying can also contact their trade union.

Equalities

Discrimination must be avoided on grounds of sex, race, religion, special educational need or disability. All pupils must be treated equally under this policy. All have the right to be kept safe from bullying.

Monitoring and Evaluation

The federation has a responsibility to monitor the effectiveness of the anti-bullying policy. Discussion and surveys with pupils will identify whether or not bullying is being dealt with in the agreed manner. The number of incidents logged, together with strategies employed will be monitored so that judgement can be made on the effectiveness of the strategies. The policy will be reviewed at least every three years.

The impact of this policy is also measured through annual parent and pupil surveys.

Links

This policy contributes to the policies for Positive Behaviour and PSHE together with the RSHE curriculum. It supports the Safeguarding and Child Protection Policy.

Implementation of these policies fosters the development of individuals who have a high level of self-esteem and possess the necessary knowledge and skills to make thoughtful decisions as they take their place in the world.

Appendices

Appendix 1: Bullying Incident Report Form
Appendix 2: Duties of Teachers
Appendix 3: Role of Parents
Appendix 4: Definitions and Strategies for Pupils
Appendix 5: Types of bullying of differing groups

Bullying Incident Report Form

Name of Pupil Year/Class

Date

Details of incident: (both 'victim' and 'bully' must be spoken with)

Incident reported to

Action taken

Signed by

Pupil(s)

Executive Headteacher/ Deputy Headteacher

Federation Pastoral Lead

Appendix 2 **Duties of all Staff in charge of pupils**

These duties relate to before and after school, at breaktimes and at any time when moving around the school.

1. Staff should regard themselves as always on duty during the working day so that no incident of bullying is ignored.

2. Staff need to be punctual at their places of duty and be visibly present and active there.

3. Staff need to be aware of the areas most likely to be settings for bullying and check them, e.g. corners of the playground and field, cloakroom areas.

4. Staff need to be sensitive to the change of role when on duty and be ready to listen, observe and support.

5. Staff need to be ready to intervene in incidents, when necessary.

Appendix 3 **The Role of Parents and Bullying**

Aims of our policy

(i) to prevent the occurrence of bullying wherever possible

(ii) to reduce incidences of bullying

(iii) to establish procedure for known or suspected incidences

(iv) to provide support for victims and bullies to reduce and prevent further bullying

(v) to ensure our pupils recognise what bullying is and provide them with strategies for dealing with it

Parents play a major role in helping the federation achieve these aims by:

- Encouraging their children to respect themselves and other pupils.

- Understanding and using the federation's definition of bullying

- Advising their children that it is good to tell an adult they trust if they think they are being bullied or suspect that someone else is being bullied

- Helping their children to understand the difference between a disagreement, individual incidents of poor behaviour and an incident of bullying.

- Contacting the schools if they think that their children are being bullied.

- Being aware of any mood changes, worries or anxieties about school in their children that may suggest bullying

- Showing their children that they can take steps themselves to help avoid or deal with bullying.

The staff of the Federation of Great Ellingham and Rocklands Primary Schools are committed to working with parents to help achieve our aims.

Appendix 4 **Definitions and Strategies for pupils**

WHAT IS BULLYING?

Bullying is **a deliberately hurtful act by an individual or group, usually repeated over a period of time. It often involves an abuse of power or use of intimidation and can affect an individual or a group.** Bullying isn't **when children and young people of a similar age and size find themselves in conflict, without an imbalance of power or use of intimidation.**

- Name calling
- Physical violence- hitting, kicking, punching etc.,
- Aggressive behaviour and physical intimidation
- Threatened violence
- Isolation
- Stealing or demanding money
- Ridicule
- Damaging property
- Sexist/racist/religious abuse
- Indirect action such as spreading unpleasant stories about someone
- Cyber bullying

HOW DO I DEAL WITH IT?

- Avoid confrontation, hold your head up and walk away.
- Ignore or laugh off name-calling and silly remarks, don't get involved.
- Deflect comments: 'That's your opinion'
- Believe in yourself.
- Stay with friends you can trust.
- Be a pro-active bystander
- Tell an adult in school, your friends, or your parents.
- Remember prefects and school councillors are there to help.

- If bullying continues or starts up again you must speak out. We need to know so that we can help.

Appendix 5:

The following types of bullying affecting groups are identified:

Bullying around racism, religion and culture

'Every child deserves respect and a safe learning environment whatever their racial or religious background and every child needs to learn that modern British society values diversity and mutual respect.'

Homophobic bullying

Homophobic bullying occurs when bullying is motivated by a prejudice against lesbian, gay or bisexual people.

Cyberbullying

Cyberbullying is the use of Information and Communications Technology, particularly mobile phones and the internet, deliberately to upset someone else.

Bullying involving Children with Special Educational Needs (SEN) and Disabilities

Children with SEN and disabilities may be adversely affected by negative attitudes to disability and perceptions of difference. They may find it more difficult to resist bullies, not understand that what is happening is bullying and have difficulties telling people about bullying.

- **Bullying of Children Looked After**

Children who are Looked After in foster placements (short or long term) may suffer bullying and negative attitudes due to their differing circumstances.

Sexist, sexual and transphobic bullying

Sexist bullying is based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender. Sexual bullying is bullying behaviour that has a specific sexual dimension and may involve suggestive sexual comments. Transphobic bullying stems from a hatred or fear of people who are

'transgender', which describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.