The Equals Trust
Policy for Anti-Bullying

Nottinghamshire and School Specific Processes

Adopted - Autumn 2026

Review Trust Review – Autumn 2027

School Specific Anti-Bullying Processes

Introduction

At Round Hill Primary School we aim to provide a safe, caring and friendly climate for learning for all our pupils to allow them to improve their life chances and help them maximise their potential.

We would expect pupils to act safely and feel safe in school, including that they understand the issues relating to bullying and that they feel confident to seek support from school should they feel unsafe.

We would also want parents to feel confident that their children are safe and cared for in school and incidents, when they do arise, are dealt with promptly and well.

The school is aware of its legal obligations and role within the local community supporting parents and working with other agencies outside the school where appropriate. We have adopted the NCC Anti Bullying Policy.

Policy Development

This policy was formulated in consultation with the whole school community with input from

- Members of staff- by taking their views on a draft version of the policy
- Governors - by taking their views on a draft version of the policy
- Parents/carers - parents will be encouraged to contribute by taking their feedback on the policy
- Children and young people - pupils contribute to the development of the policy through the views they express during Anti-bullying week and through the pupil questionnaire. There is also a pupil friendly version of the policy which has been developed by the pupils.
- This policy is available on the school web site (paper copy available on request through the school office)

Roles and responsibilities

The Head Teacher has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, LA and outside agencies and appointing an Anti-bullying coordinator who will have general responsibility for handling the implementation of this policy.

The Anti –bullying Coordinators at our school are Adrian Nash, Fru Westmorland and Stacey Yates

Their responsibilities are:-

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice

- ✦ Ensuring evaluation takes place and that this informs policy review
- ✦ Managing bullying incidents
- ✦ Managing the reporting and recording of bullying incidents
- ✦ Assessing and coordinating training and support for staff and parents/carers where appropriate
- ✦ Coordinating strategies for preventing bullying behaviour

The nominated Governors with the responsibility for Anti- bullying (Behaviour) is: - Ruth Brown

Definition of Bullying

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.

Our definition of bullying (anti-bullyingalliance.org.uk)

Behaviour often associated with bullying

Baiting

Baiting can be used in bullying both on and offline. It can be used to bully someone to get 'a rise' out of them and it can be used to antagonise those who might be bullying others to get them to bully. Sometimes baiting is used secretively to try and get a person to explode in a rage or react negatively/loudly so that they get in to trouble.

Banter

The dictionary describes banter as: 'the playful and friendly exchange of teasing remarks'.

Bullying is often justified as being just banter. It may start as banter, but some types of banter are bullying and need to be addressed as bullying.

Types of Banter

- Friendly Banter- There's no intention to hurt and everyone knows its limits.
- Ignorant Banter- crosses the line with no intention to hurt, will often say sorry.
- Malicious Banter- Done to humiliate a person-often in public

Occasionally an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of hate crime related bullying and cyberbullying. If the victim might be in danger then intervention is urgently required.

What does bullying look like?

Bullying can include:

- name calling
- taunting
- mocking
- making offensive comments
- physical assault
- taking or damaging belongings
- cyber bullying - inappropriate text messaging and emailing; sending offensive or degrading images by phone or via the internet
- producing offensive graffiti
- gossiping and spreading hurtful and untruthful rumours
- excluding people from groups.
- 'false friendships' – where someone pretends to be a friend or is a friend sometimes, but uses this power to bully, this can be hard for adults to spot as the bullying behaviour is inconsistent

Although bullying can occur between individuals it can often take place in the presence (virtually or physically) of others who become the 'bystanders' or 'accessories'.

Specific types of bullying include:

Prejudice Related Bullying

Under the Equalities Act 2010 it is against the law to discriminate against anyone because of:

- age
- being or becoming a transsexual person
- being married or in a civil partnership
- being pregnant or having a child
- disability
- race including colour, nationality, ethnic or national origin including Gypsy, Roma, Travellers
- religion, belief or lack of religion/belief
- sex /gender
- sexual orientation

These are called 'protected characteristics'.

As part of the requirement on schools to promote fundamental British values, schools must proactively challenge derogatory and discriminatory language and behaviour including that which is racist, homophobic, biphobic, transphobic and disablist in nature. We will record these types of bullying, even that which represents a one-off incident, and report them to the local authority for monitoring purpose.

Other vulnerable groups include

- bullying related to appearance or health
- bullying of young carers or looked after children or otherwise related to home circumstances

Although the above do not currently receive protection under the Equality Act 2010, bullying for these reasons is just as serious. There is no hierarchy of bullying – all forms should be taken equally seriously and dealt with appropriately.

Prejudice Related Language

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transsexual, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

In the case of homophobic, biphobic and transphobic language particularly, dismissing it as banter is not helpful as even if these terms are not referring to a person's sexual orientation or gender identity they are using the terms to mean inferior, bad, broken or wrong. We will challenge the use of prejudice related language in our school even if it appears to be being used without any intent. Persistent use of prejudice related language and/or bullying will be dealt with as with any other form of bullying.

Where does bullying take place?

Bullying is not confined to the school premises, it may also persist outside school, in the local community, and on the journey to and from school.

Cyberbullying

The increasing use of digital technology and the internet has also provided new and particularly intrusive ways for bullies to reach their victims.

Cyberbullying can take many forms and bullying online can often start in school and then be progressed online or start online and influence behaviour in school.

Whilst most incidents of Cyberbullying occur outside school we will offer support and guidance to parents/carers and their children who experience online bullying and will treat Cyberbullying with the same severity as any other forms of bullying.

Cyberbullying can include:-

- hacking into someone's accounts/sites
- Posting prejudice /hate messages
- Impersonating someone online
- Public posting of images
- Exclusion
- Threats and manipulation
- Stalking

We will ensure that our children are taught safe ways to use the internet (see our online safety policy) and encourage good online behaviour.

Bullying can take place between:

- young people
- young people and staff
- between staff
- individuals or groups

Different roles can be involved in group bullying including:

- **The ringleader (Bully)** – Initiating and leading the bullying but not always the person 'doing' the bullying.

- **The target (victim)** – The person at whom the bullying is aimed.

- **Assistant(s)** – Supports the bullying, might laugh or encourage other people to 'collude' with what is going on.

- **Defender(s)** – Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

- **Outsider(s)** – Ignores any bullying and doesn't want to get involved.

These roles are fluid and can change from incident to incident.

Reporting and responding to bullying

Our school reports bullying for the whole school community (including staff, parents/carers, children and young people) this includes those who are the targets of bullying or have witnessed bullying behaviour (bystanders). Reported bullying incidents are discussed with School Governors.
Children and adults should pass concerns on to the Head Teacher or Deputy Head Teacher or any adult in school. This may be done by asking an available member of staff pass the information on.
Communication is welcomed by email and letter.
As with any issues regarding safeguarding and children's welfare it is important that all stakeholders know how to and to whom to report any concerns. Children are reminded in assemblies and through the curriculum (see strategies section below).

We have an open door policy where parents are welcome to speak to any member of staff if they have any concerns. Any reported concerns are dealt with by the pastoral care team and recorded on CPOMS. If the concern is of a confidential nature, this can also be logged accordingly.
Staff are updated on pastoral care concerns during daily morning briefings and are also updated on changes to policies where relevant. Visitors to school, such as students on placements are told, during their induction, that they must report any incidents that they may witness which may be regarded as bullying or any incident that affects a child's wellbeing to one of the Designated Safeguarding Leads

Procedures

All reported incidents will be taken seriously and investigated involving all parties. The staff is aware of and follows the same procedures
We will:-

- Interview all parties
- Inform parents when bullying has been confirmed as appropriate. At this stage we will consider if it is helpful to inform parents and which parents should be informed (Bully? Victim? Bystanders?). If parents are involved at this stage we will explain why an incident has been classified as bullying and what we are doing in school to resolve the issue.
  Implement appropriate disciplinary sanctions in accordance with the school's Behaviour Policy. These will be graded according to the seriousness of the incident but will send out a message that bullying is unacceptable
- Responses may vary according to the type of bullying and may involve other agencies where appropriate to support the young people involved.
- We will always follow up incidents after a time to see whether they have been resolved. We will keep in touch with the person who reported the situation and parents/carers. This includes referring parents to our Complaints procedure if they are not satisfied with the school's actions.
- We will use a range of responses and support appropriate to the situation. These may include - solution focused, restorative approach, circle of friends, individual work with victim, perpetrator, referral to outside agencies if appropriate.
- We will liaise with the wider community if the bullying is taking place off the school premises i.e. in the case of cyberbullying or hate crime.

Recording bullying and evaluating the policy

Bullying incidents will be recorded by the member of staff who deals with the incident using our electronic system, CPOMS, and the anti-bullying coordinator will be notified.

The information stored will be used to ensure individuals incidents are followed up. It will also be used to identify trends and inform preventative work in school and development of the policy. This information will be discussed by staff in regular staff meetings and briefings.

This information will be presented to the governors as part of their termly reports.

Prejudice related bullying/incidents should be reported to the local authority using the guidelines set out in Nottinghamshire guidelines for schools: Bullying and Prejudiced –related incidents (August 2017) **These should be sent in electronic format, ideally encrypted, with a password sent in a separate email, to ecas@nottscc.gov.uk**

The policy will be reviewed and updated annually.

Strategies for preventing bullying

As part of our ongoing commitment to the safety and welfare of our pupils we at Heymann Primary and Nursery School have developed the following strategies to promote positive behaviour and discourage bullying behaviour:

- Ensuring that the school actively promotes the celebration of difference and diversity as part of their core values
- Children's positive behaviour towards each other, along with academic achievement is recognised in our weekly Celebrations Assemblies
- Anti-Bullying week annually in November and Safer Internet Day in February
- Jigsaw PSHE lessons and other PSHE/Citizenship/RHE lessons
- Celebration events
- Student voice, school council, JRSO, Green group
- Playground Buddying
- Role play is used to develop children's empathy skills and to give them a script if faced with a similar scenario
- Teaching children to recognise bullying using the acronym STOP: Several Times On Purpose, and understand the forms bullying can take.
- Children are empowered to speak out about any concerns they might have, again using the STOP acronym: Start Telling Other People.
- All children are taught safe ways to use the internet and our e-safety lessons promote safe and sensible online behaviour (see our e-safety policy). Children are taught what to do if they receive any form of cyberbullying. These messages are also reinforced through Jigsaw PSHE lessons.
- We encourage pupils through the School Council to be involved in discussion and formulation of further anti-bullying work.
- We teach children to take responsibility for their behaviour right from their first experiences at school, including challenging bullying behaviour eg: "I don't like you doing that. I want you to stop it."
- We emphasise the need for bystanders to take an active stand against bullying eg:
    - Making sure people are not left out of games
    - Not smiling or laughing at bullying incidents
    - Telling a member of staff about what is happening
    - Encouraging the bullied pupil to join in with their activities/games
    - Telling the bully to stop what s/he is doing
    - Showing the bully that they disapprove of his/her actions
- We ensure that the whole school community understands that presenting a firm stand against bullying is the responsibility of every member of the school – staff and pupils.
- All staff are trained to be approachable and consider all reports of bullying carefully.

- Our behaviour policy is shared with all staff involved in teaching or supervising children. Both teaching staff and supervisory staff support each other's authority at lunchtime. There is daily verbal and, where appropriate, written feedback between the midday supervisors and teaching staff to monitor the quality of playtime activity.

- We have a child friendly anti-bullying policy that has been developed with support from the pupils. The policy reinforces the message that any adult in school can be approached for help with bullying issues.

Support mechanisms if bullying has happened

1. Reactive programmes for vulnerable groups or groups involved in bullying. For example: -
   - Restorative Justice
   - Counselling and/or Mediation schemes
   - Small group work
2. Specific initiatives for identified groups such as young people whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour.
3. Support for parents/carers
   - Parent groups
   - Parent information events/ information-on the school website
4. Support for all school staff
   - Staff training and development for all staff including those involved in lunchtime and before and after school activities.
   - Encouraging all staff to model expected behaviour.

Links with other policies

Policy	**Why**
Behaviour Policy	Rewards and sanctions, Codes of conduct
Safeguarding Policy	Child protection
E-safety and Acceptable use policy	Cyber bullying and online safety
Equalities policy	Prejudice related crime(homophobia, race, religion and culture and SEN/disability
Confidentiality Policy	Reporting and recording
PSHE/Citizenship	Strategies to prevent bullying
Complaints Policy	Guidelines to make a complaint if families are not happy with the school's response