



Barley Fields Primary School

Anti-Bullying Policy

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Prepared by:	Head Teacher
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At Barley Fields Primary School, we are a family- a family built on positive partnerships between school, children, parents, governors, the local community and the wider world.

We...

- ***Aim to create a warm, safe and happy environment where children feel valued and inspired to learn;***
- ***Will safeguard the needs of all children and promote their mental health and emotional wellbeing;***
- ***Have the highest standards for both learning and behaviour and we will encourage all children to achieve their full potential;***
- ***Aim to create active and resilient learners who develop a 'growth mindset'; persevere when faced with challenge and have pride in their achievement;***
- ***Will offer a broad, rich, creative and challenging curriculum, which is fun and accessible to all.***

Our school family will respect the rights of every child as enshrined in the UNCRC and promote the Global Goals for Sustainable Development by:

- ***Nurturing self-respect, courtesy, good manners and a caring attitude towards others;***
- ***Encouraging children to celebrate and value diversity and difference;***
- ***Showing tolerance and respect for all cultures and religions as well as respecting and promoting fundamental British values;***
- ***Ensuring the voices of all children are heard- no matter how small;***
- ***Developing global citizens who grow up with a sense of responsibility for our planet and for one another.***

AS A UNICEF RRSA GOLD AWARD SCHOOL, we actively teach about rights, through rights and for the rights of every child as enshrined in the UNCRC (United Nations Convention on the Rights of the Child). The UNCRC are displayed around school and embedded into daily practice. Links to the UNCRC are made through planning documentation and the UNCRC should be the basis of class charters and the everyday language used by staff (duty bearers) and children (rights holders).

This policy has been reviewed to include updated references to cyber-based bullying and discriminatory and prejudice-based bullying as outlined in KCSIE. The policy should be read in conjunction with the MAT Child Protection and Safeguarding Policy 2025 and the school's Behaviour Policy 2025.

The policy has also been reviewed to contain reference to the 'Protected Characteristics' as detailed in UK law. In the UK, it is against the law to discriminate against anyone because of:

- Age
- Gender reassignment
- Being married or in a civil partnership
- Being pregnant or on maternity leave
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

The purpose of this policy is to ensure all staff in school apply and develop a consistent approach to the response, monitoring and evaluation of bullying incidents in school. DCSF guidance defines bullying as actions that are meant to be hurtful, and which happen on a regular basis. Bullying can take many forms including:

- calling names and verbal abuse;
- threatening and aggressive behaviours;
- pressuring them to give someone money or possessions;
- damage to possessions and property;
- spreading rumours about an individual or their family;
- using text, email or social media to write or say hurtful things (see cyber bullying below);
- planned ignoring or isolation.

It is also bullying if someone feels hurt because of things said about ethnic background, their colour, nationality, ethnic or national origin, religious faith or belief, gender and gender reassignment, sexuality, disability, special educational need, appearance or issues in their family (see Protected Characteristics outlined above).

Our school will not tolerate bullying and follows three main principles when addressing bullying behaviour:

- we make sure that the person being bullied is safe;
- we work to stop the bullying happening again;
- we provide support to the person being bullied.

Measures are in place to reduce the likelihood of bullying. We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities regarding the eradication of bullying in our school.

Cyberbullying

Cyberbullying is defined as 'the use of electronic communication, particularly mobile phones and the internet, to bully a person, typically by sending messages of an intimidating or threatening nature: children and adults may be reluctant to admit to being the victims of cyberbullying'. It can take a several different forms: threats and intimidation, harassment or 'cyber-stalking' (e.g. repeatedly sending unwanted texts or instant messages), sexting (e.g. sending and receiving sexually explicit messages, primarily between mobile phones) vilification/defamation, exclusion/peer rejection, impersonation, unauthorised publication of private information/images and 'trolling' (abusing the internet to provoke or offend others online). It can be an extension of face-to-face bullying, with technology providing the bully with another route to harass their target.

Cyber-bullying is bullying that takes place online. Unlike bullying offline, online bullying can follow the child wherever they go via social networks, gaming and mobile phones.

Staff should take allegations of cyber-bullying seriously and always pass on their concerns to the DSL or DDSL who will contact parents and carers of alleged perpetrators and victims.

Staff should also draw children's attention to the Thinkuknow website which has advice on online safety for young people that's suitable for different age groups. The website shows children how to contact social media sites if they believe someone has posted something upsetting about them.

However, it differs from other forms of bullying in several significant ways:

- by facilitating a far more extreme invasion of personal space. Cyberbullying can take place at any time and intrude into spaces that have previously been regarded as safe and personal.
- the potential for anonymity on the part of the bully. This can be extremely distressing for the victim
- the potential for the bully to play very rapidly to a larger audience so the scale and scope of cyberbullying can be greater than for other forms of bullying.
- through the knowledge that the data is in the world-wide domain, disproportionately amplifying the negative effect on the victim, even though the bully may feel his / her actual actions had been no worse than conventional forms of bullying
- the difficulty in controlling electronically circulated messages as more people get drawn in as accessories. By passing on a humiliating picture or message a bystander becomes an accessory to the bullying.
- the profile of the bully and target can be different to other forms of bullying as cyberbullying can take place between peers and across generations. Teachers can be victims and age and size are not important.
- many cyberbullying incidents can themselves act as evidence so it is important the victim saves the information.

Prejudice-based and Discriminatory Bullying

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to prejudice and discriminatory language or behaviour including racism, sexism, homophobia, biphobia or transphobia.

As a UNICEF RRSA Gold school, all staff should regularly share the importance of Article 2 (no discrimination) with children, and staff should be aware of the 'protected characteristics' as outlined in the Equality Act 2010 which made it unlawful to discriminate against people with a protected characteristic.

According to research, anti-bullying work which clearly addressed the needs of vulnerable and minority groups is more effective. As a UNICEF RRSA Gold school, these needs should be addressed regularly through assemblies including class assemblies and discussion. Where prejudice-based bullying is suspected, this should be taken seriously and should be recorded as a bullying incident on CPOMS and brought to the attention of the DSL or DDSL who will take further action in terms of investigation and contacting the parents/carers of alleged perpetrators and victims.

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 and annually about the effectiveness of school anti-bullying strategies. All incidents of bullying are reported on CPOMS.

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 and the governing body will respond within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher, and asks her to investigate the case, and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy, 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 our 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 anonymously with other children why this type of behaviour was unacceptable. We are a UNICEF GOLD Award Rights Respecting School and our Key Stage and Class Assembly schedule regularly revisits the Rights of the Child as enshrined in the CRC. Article 2 (No Discrimination); Article 16 (Protection of Privacy); Article 17 (Access to Information); Article 19 (Protection from Violence); Article 23 (Children with Disabilities) and Article 30 (Minority Culture, Language and Religion) are all covered regularly and play an important part in an anti-bullying culture in our school.

The Headteacher 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, along with all staff, sets the school climate of mutual support, respect and praise for success. 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.

The Head Teacher will liaise directly with the parents of all children involved in any form of bullying activity by inviting 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 behaviour support or social services.

The role of the teacher and support staff

All members of staff are given annual safeguarding training and receive updates and alerts as necessary. Staff access the National College and complete certified modules in safeguarding and online safety which includes all forms of bullying. Consequently, staff are equipped to identify bullying and must follow school policy and procedures with

regard to behaviour management and response to Bullying (See the Behaviour Policy). Additionally, all staff receive copies of KCSIE and must sign a declaration to say that they have read and understood at least Part One of the document. Staff also receive updates to key changes to KCSIE as and when these occur.

Three key principles underpin our response to bullying behaviour:

1. To make sure the child being bullied feels safe;
2. To challenge the bullying behaviour;
3. To provide support including contacting parents and other agencies.

All the staff in our school take all forms of bullying seriously and seek to prevent it from taking place. Teachers keep their records on CPOMS of minor disagreements or incidents that happen in their class, and that they are aware of in the school – these records are brought to the attention of the DSL/DSLs for information and monitoring purposes.

If teachers witness an act of bullying or an act of bullying is brought to their attention, they should take it seriously and begin an initial investigation themselves. The incident should be referred to a member of the Senior Leadership Team. A record of the incident will be added to CPOMS using the codes of either:

- Behaviour concern
- Bullying incident

Where an incident is identified as bullying an incident – this must be added to the CPOMS system with clear details of the incident, including any history and timelines of events and incidents so that the DSL and DSLs are in possession of all facts.

Teachers and support staff will do all they can to support the child who is being bullied and where it is ascertained that a child is being bullied, then, after consultation with the Head Teacher, they will inform the parents or carers of all children involved. Follow up action may involve counselling and support for the victim and sanctions for the offender. Time is spent talking to the child who has been responsible for the bullying, explaining to them why their action was wrong and how they should change their behaviour in future. **It is important for staff to remember that a child who is responsible for a bullying incident also may require support. Staff should consider the need to protect and safeguard the welfare of all parties involved in a bullying incident and this could include a discussion with parents/carers and potential referral to outside agencies or to internal programs designed to offer social, emotional and wellbeing support.**

The Role of Children

Children are encouraged to tell anybody they trust if they are being bullied, and if the bullying continues, they must keep on letting people know. Children are invited to tell us their views about a range of school issues, including their perceptions of behaviour and bullying, in the annual pupil questionnaire. In the case of cyberbullying children may be asked to share evidence on mobile phones or computers.

For children who experience bullying it is important that:

- they are heard;
- they know how to report bullying and get help;
- they are confident in the school's ability to deal with the bullying;
- steps are taken to help them feel safe again;
- they are helped to rebuild confidence and resilience;
- they know how they can get support from others.

For children who engage in bullying behaviour:

- sanctions and learning programmes hold them to account for their behaviour and help them to face up to the harm they have caused;
- they learn to behave in ways which do not cause harm in future, because they have developed their emotional skills and knowledge;
- they learn how they can take steps to repair the harm they have caused;

Teachers use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Principles include the school ethos -based on the UNCRC and PSHE within the curriculum helps children understand the feelings of bullied children, and to practise the restraint required to avoid lapsing into bullying behaviour. Star Awards are used to praise, reward and celebrate the success of all children, and thus to help create a positive atmosphere.

Bullying: recording and monitoring incidents

All records of incidents relating to bullying will be added to CPOMS recording system. Staff will record all incidents of bullying that occur both in and out of class, we record incidents that occur on the children's way between school and home and incidents of cyber-bullying/issues with social media as well as prejudice-based and discriminatory bullying.

The Role of Parents

It may be parents who report bullying incidents to school. Children and parents are more likely to report their concerns if they have confidence that prompt action will be taken, and if they are kept up to date with progress.

In recognition of this our school will ensure that:

- Staff receiving phone messages, notes or visits from parents have been trained in school systems and procedures and are clear about the steps they should take;
- School Office and other staff are sensitive to the emotional needs of parents contacting the school;
- Parents have confidence that staff will act promptly, take the concern seriously and not take action that makes the situation worse for their child;
- Staff take actions to agreed timescales and report progress to parents;
- Parents are clear about how to take further action if they do not feel that their concern has been properly addressed.

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 community. 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 the child's class teacher and Key Stage Leader immediately.

In relation to cyber bullying parents should check their child's mobile phone/social media/ gaming platforms regularly and ensure that safety systems and appropriate security are in place. When concerns arise that occur outside the school day parents should inform school immediately and we will endeavour to help and support all parties appropriately where it is possible for us to do so. Often the first action will be to remove the child from the social platforms and monitor situations. If the bullying continues in school the usual procedures will be followed.

If parents are not satisfied with the response, they should follow the school's complaints procedure, as detailed on the website.

Equal Opportunities.

Equality objective 2021: To develop professional practice that is consistently good or better that promotes good progress and outcomes for ALL children. We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. We do not narrow our curriculum offer for any child.

All children will be treated equally irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

Monitoring and review

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy.

The anti-bullying policy is the governors' responsibility, and they review its effectiveness annually. They do this through discussion of the frequency and types of bullying incidents recorded by the school with the Headteacher. Analysis of

information for patterns of people, places or groups will be carried out with reference to racist bullying, or bullying directed at children with disabilities or special educational needs may also be provided.