

Amotherby CP School



Anti Bullying Policy May 2025

1. Policy Statement

At Amotherby Community Primary School we believe every member of our community should feel valued, safe and respected. Bullying is never acceptable. We take all concerns seriously and act promptly, working in partnership with pupils and families. Our approach aligns with our Behaviour Policy and school rules: **Be Ready, Be Respectful, Be Safe**. We emphasise positive reinforcement, restorative practice and proportionate, personalised consequences where needed.

2. Aims

- Prevent bullying through a caring, inclusive culture and proactive education.
- Ensure pupils, staff and families know how to report concerns and what will happen next.
- Respond swiftly, fairly and consistently, using restorative approaches that repair harm and support positive change.
- Monitor patterns, protect all involved, and work with families to sustain improvement.
- Make reasonable adjustments to support pupils with additional needs to meet expectations.

3. Scope

This policy applies to all pupils on school premises, on school transport, on educational visits, and—where relevant—to incidents beyond the school gate that may impact pupils in school or bring the school into disrepute (see Behaviour Policy: *Out of School Behaviour* and *Behaviour on School Transport*).

4. Definition of Bullying

Bullying is **repeated** behaviour that is **intended to hurt** another individual or group, physically or emotionally, and involves an **imbalance of power**. Bullying can be:

- **Physical:** hitting, kicking, taking or damaging belongings.
- **Verbal:** name-calling, taunting, insults, threats.
- **Social/Relational:** spreading rumours, exclusion, humiliation.

- **Online (cyberbullying):** abusive messages, image/video misuse, impersonation, doxxing.
- **Prejudice-based:** targeting protected characteristics or personal attributes (e.g., racist, sexist, homophobic, biphobic, transphobic, faith-based, disability-related).
- **Harmful sexual behaviour (HSB):** sexualised comments/gestures, harassment, unwanted contact, sharing explicit images, coercive behaviour (see Behaviour Policy section on HSB).

One-off incidents of conflict or unkindness are addressed using our Behaviour Policy and restorative practices. Patterns or severity may meet the threshold for bullying.

5. School Culture and Prevention

We prevent bullying by:

- **Teaching and modelling** our rules—*Be Ready, Be Respectful, Be Safe*—and explicitly “teaching” expected behaviours in class and assemblies.
- **Positive recognition** (Celebration Assembly, Above & Beyond, Lead Learners, praise-first culture).
- **Deliberate Botheredness:** adults actively notice, connect and check-in, especially with pupils who may struggle.
- **Curriculum:** age-appropriate learning about kindness, respect, difference, healthy relationships, consent, online safety and bystander action.
- **Environment & routines:** calm transitions, clear classroom routines, visible staff presence in hotspots (playgrounds, corridors, transport).
- **Pupil voice & leadership:** opportunities to report concerns, suggest improvements and champion kindness.
- **Staff training:** recognising signs, responding restoratively, de-escalation, understanding SEND.

6. Recognising Signs

Possible indicators include: unexplained injuries; damaged property; lost belongings; changes in mood, appetite or attendance; reluctance to attend school/lessons; friendship difficulties; anxiousness online. We approach concerns with curiosity, not judgement, and seek to understand unmet needs.

7. Reporting Concerns

- **Pupils** can speak to any trusted adult, the class teacher, or a member of SLT.
- **Parents/Carers** can contact the class teacher or the Headteacher via the school office or email.
- **Staff** record significant incidents/concerns on **CPOMs** and alert SLT where appropriate.
Anonymous sharing is respected where possible, but safeguarding and safety may require information sharing with key staff or external agencies.

8. Responding to Reports

1. **Listen & reassure:** we take concerns seriously; safety first.
2. **Record:** factual notes and CPOMs entry for significant incidents.
3. **Assess risk:** immediate safety of pupil(s), location, type of behaviour, any protected characteristics, online elements, potential patterns.
4. **Inform & involve:** class teacher/SLT/DSL as appropriate; contact parents/carers of pupils involved in a timely, sensitive manner.
5. **Decide pathway:** restorative conversation(s), targeted support, proportionate consequences in line with the Behaviour Policy's stepped approach, and reasonable adjustments where needed.

9. Investigation

- Led by class teacher and/or SLT, proportionate to the concern.
- Gather accounts from those involved and witnesses; consider context, intent, impact and evidence (including online).
- Avoid "up-front" confrontation between pupils; any joint restorative work happens only when safe and appropriate.
- Keep concise records on CPOMs and, where relevant, in the office incident logs (e.g., Major Incident Book for restraint).

10. Outcomes & Support

Restorative approach: We focus on repairing harm and rebuilding relationships.

Conversations typically explore:

- What happened?
- What were you thinking/feeling at the time and since?
- Who has been affected and how?
- What needs to happen to make things right?
- How can we do things differently next time?

Support for pupils who have experienced bullying may include:

- Named adult check-ins; safe space; adjustments to routines.
- Friendship/buddy support; social skills groups.
- Curriculum resources on resilience and help-seeking; signposting to external support where appropriate.

Support for pupils engaging in bullying behaviours may include:

- Restorative work; reflection tasks.
- Teaching alternative prosocial strategies; targeted mentoring.
- Personalised behaviour plan; check-in/check-out; movement breaks; scaffolds for success.
- Where appropriate, **proportionate consequences** agreed through restorative conversation (e.g., loss of specific privileges, reparative actions, missed playtime, community contribution), consistent with the Behaviour Policy.

Where harmful sexual behaviour is identified: follow Behaviour Policy (HSB), safeguarding procedures and DSL guidance. Parents are informed and appropriate support is offered to all involved.

11. Reasonable Adjustments and SEND

We make **reasonable adjustments** for pupils with additional needs (e.g., movement breaks, safe space, adapted resources, IEPs, risk assessments, reduced timetables).

Behaviour is understood as communication of need; interventions aim to teach skills and remove barriers so pupils can meet expectations.

12. Online (Cyberbullying)

- We address online harms within the curriculum and assemblies.
- When incidents occur, we secure evidence where safe to do so (screenshots/messages), avoid viewing CSAM, and follow safeguarding procedures.
- We may work with parents to manage devices/settings and, if necessary, involve external agencies.

13. Recording, Monitoring and Review

- Significant incidents, patterns and agreed actions are recorded on **CPOMs**.
- SLT routinely reviews data to identify trends, hotspots or vulnerable cohorts and to evaluate the effectiveness of interventions.
- Governors receive anonymised monitoring information through Headteacher reports.
- This policy is reviewed **annually** (or sooner if required) alongside the Behaviour Policy.

14. Roles and Responsibilities

- **All Staff:** model expectations; notice and praise; challenge unkindness; record and report; facilitate restorative work.
- **Class Teachers:** teach expectations; liaise with parents; lead initial response and support.
- **SLT/DSL:** oversee investigations, risk assessments, proportional responses; coordinate support; monitor data; liaise with external agencies as needed.
- **Pupils:** follow school rules; be an upstander; report concerns; participate in restorative processes.
- **Parents/Carers:** share concerns promptly; work in partnership with the school; reinforce respectful behaviour at home.
- **Governors:** monitor policy implementation and impact.

15. Working with Parents and Carers

We value open, respectful communication. Where helpful, we may facilitate:

- **Joint meetings** with families to agree a shared plan.
- **Restorative sessions** with pupils, when appropriate and safe.
- Regular updates on progress and review of support.

16. Links to Other Policies

- **Behaviour Policy (May 2025)**
- Safeguarding & Child Protection Policy
- Online Safety/Acceptable Use
- PSHE/RHE Curriculum
- SEND Policy
- Equality Information & Objectives
- Complaints Policy
- Screening, Searching and Confiscation (DfE guidance followed; see Behaviour Policy)

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