

1 Introduction

1.1 We aim to establish a whole school positive culture in which all members of the community

2 What do we mean by bullying?

- 2.1 Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
- 2.2 Put another way, bullying is the intentional hurting, harming, or humiliating of another person. It may take many forms, including physical (including any threat of or use of violence of any kind), sexual (including the sharing of nudes/semi-

Anti-Bullying Policy

Failure to produce work, or producing unusually poor work, or work that appears to have been copied, interfered with, or spoiled by others;
Books, bags, money, and other belongings suddenly go "missing", or are damaged;
Change to established habits (e.g., giving up music lessons, change to accent or vocabulary);
Diminished levels of self-confidence;
Frequent visits to the school nurse/medical room with symptoms which may relate to stress

- 5.3 The School recognises that children with SEND, or certain health conditions can face additional safeguarding challenges and may be more prone to peer-on-peer group isolation or bullying (including prejudice-based bullying) than other children. The school also recognises that certain children may face additional barriers to reporting an incident because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.
- 5.4 Pupils who are victims of bullying will be supported and reassured that they will be kept safe. Pupils who have engaged in bullying behaviour will be subject to appropriate disciplinary sanction and will also, where possible, be supported in learning different ways of behaving and offered support for their own circumstances.

6 Preventative Strategies

- 6.1 The School's response to bullying does not start at the point in which a pupil has been bullied. We take the following preventative measures in order to create an environment that prevents bullying from becoming a problem at the School.
- 6.2 As a successful school, we create an environment that prevents bullying from being a serious problem in the first place.
- 6.3 We proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring. We talk with pupils through the curriculum about issues of difference and use dedicated project time and events such as special assemblies. We keep lines of communication open, so pupils feel included.
- 6.4 We are aware that schools which excel at tackling bullying have created an ethos of good behaviour where pupils treat one another and the school staff with respect because they know this is the right way to behave. Values of respect for staff and other pupils, an understanding of the value of education, global values, and a clear understanding of how our actions affect others permeate the whole school environment. We reinforce these messages through the behaviour and attitudes of our staff, who set a good example.
- 6.5 Effective staff training is an important aspect of our work to prevent and tackle bullying, including the different types of bullying. All staff have had relevant training and understand the importance of this policy. In particular, our Senior Leadership Team ensures that all staff understand the principles to resolve problems and where to seek support. We use specialised skills to help our staff understand the needs of any pupils, including those with special educational needs and/or disability and lesbian, gay, bisexual and transgender (LGBTQ+) pupils.

We all understand that bullying can occur in any school and that we have a responsibility to be vigilant for incidents, especially at times and in places where it is less likely to be reported.

