



# **Shakespeare Primary School**

## **Anti- Bullying Policy**

**Agreed by: Finance, General Purposes & Staffing Governing Board**

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### 1. INTRODUCTION

Shakespeare Primary School is a place where individual differences are valued, where varying needs are met and where each person's potential to learn and grow is realised.

We expect excellence in all aspects of school life, and we are committed to the highest standards for all.

We respect ourselves, each other and our environment, striving together to prepare for a challenging future.

We aim to ensure that our children leave us as self-motivated, confident individuals who embrace life-long learning, appreciate and reflect on the world around them and make a worthwhile contribution to society.

### 2. VISION STATEMENT

This policy sits alongside the school's Race Equality, PSHE, Equal Opportunities, Child Protection/Safeguarding, Behaviour, ICT, Special Educational Needs and Online Safety policies.

### 3. BULLYING: OUR SCHOOL'S VALUES AND BELIEFS

All pupils and staff have the right to feel happy, safe and included.

Pupils and staff have the right to work in an environment without harassment, intimidation or fear.

We aim to make all those connected with the school aware of our opposition to bullying. We also make clear each person's responsibilities with regard to their response to bullying in our school.

All bullying, of any sort, is therefore unacceptable. Pupils who experience bullying will be supported. **It is 'okay to tell'**. There will be a clear and swift response to reports of bullying behaviour.

Parents will be informed of any incident, listened to, and will be kept up to date of how their concerns are being dealt with.

School will educate staff, pupils and parents/ carers about online bullying and how to tackle this, especially with the rise of Artificial Intelligence and the concerns which may arise as a result. Please see school's online safety and AI policy.

We recognise the effects that bullying can have on pupils' feeling of worth and their school work, and the school community will actively promote an anti-bullying environment.

Our school values are: Show Respect, Be Kind, Work Hard, Be Resilient and Aim High.

### 4. DEFINITION OF BULLYING BEHAVIOUR

#### **Department for Education (DfE) definition of bullying:**

The DfE define bullying as 'behaviour by an individual or group usually repeated over time, which intentionally hurts another individual or group either physically or emotionally. Bullying can involve verbal taunts, name calling, physical injury and damage to property, rumour spreading, shunning or ridicule. It can be manipulative, making the pupil do something they should not, or deliberately engineering their discomfort or isolation. It can be done through mobile phones, websites and email (cyberbullying).'

At Shakespeare Primary School, we define bullying as the wilful, conscious desire to hurt, threaten or frighten someone that is repeated, over a period of time. We recognize that it is also difficult for victims to defend themselves against bullying.

**Racist, sexist and homophobic language and actions of pupils and adults will be tackled. Homophobic, biphobic and transphobic insults are viewed as seriously as racism.** We will also pay attention to the bullying of pupils who have Special Educational Needs/ disabilities or who have religious beliefs.

We accept that bullying can be physical and/or verbal in nature and that both forms can be distressing and painful. Other forms of bullying include rude gestures, intimidation and extortion, including cyberbullying where a child is tormented, threatened, harassed, humiliated, embarrassed or targeted by another child using the internet, mobile phone or other type of digital technology.

In formulating our school policy, we accept that bullying does take place in school, within the home and the community. We have devised strategies for preventing and dealing with bullying within a framework which we hope will change attitudes and create an ethos that does not tolerate the oppression of one person by another.

## **5. WHO THIS POLICY APPLIES TO**

This policy applies to all staff, children and visitors to our school.

This policy addresses different types of bullying: child to child, adult to child, child to adult and adult to adult. For adult to adult bullying, please follow the school procedures included in the Bullying and Harassment policy.

The policy applies to our entire school community, both inside and outside of school. Although school is not directly responsible for bullying off the premises, there is the school's common law duty of care. We acknowledge that bullying does take place outside of school hours and pupils should be encouraged not to suffer in silence. When bullying takes place off premises, we will talk to pupils about how to avoid or handle bullying outside of school, talk to the Head teacher of another school whose pupils are bullying, or talk to the police.

All adults have a responsibility to act under the duty of care.

## **6. RESPONDING TO BULLYING BEHAVIOUR**

The following steps are used to record incidents of bullying behaviour and they are also used as a means of conveying to our pupils how seriously the school regards bullying behaviour.

### **6.1 PROCEDURES FOR REPORTING BULLYING BEHAVIOUR:**

If a child makes a disclosure to an adult or another child, it is important that they are reassured that something will be done and that the matter will be handled discreetly and sensitively. The school will offer the target immediate support and help by putting the school's procedure into operation.

If a disclosure is made to another child, the targeted child must be encouraged to talk to an adult that they trust as well.

Any disclosures must be written down by either the targeted child or dictated to an adult. These must be passed to the Family Support Team who will record them on CPOMS, the school's electronic system. Bullying and Child on Child abuse will be reported to Chair Of Governors.

When a teacher speaks to a child who has bullied or been bullied, these discussions should be recorded on CPOMS as well and passed to the Family Support Team.

If an adult is concerned about a child they should talk to the Family Support Team, SENCO, Headteacher or Deputy Headteacher.

Parental concerns should be made to either their child's class teacher, Family Support Team or Headteacher.

## **6.2 PROCEDURES FOR DEALING WITH INCIDENTS INCLUDING FOLLOW-UP:**

After a disclosure has been made the Family Support Team and Head Teacher should be informed. Parents may be contacted by either the Family Support Team, the class teacher or the Headteacher in conjunction with the Family Support Team.

The parents of both the target and the perpetrator should be made aware of the actions that the school is taking, why we are doing so, and what can they do to reinforce and support our actions.

School will strive to make sure perpetrator is not be 'bullied' themselves, as this gives credibility to the behaviour.

## **6.3 PROCEDURES FOR RECORDING BULLYING BEHAVIOUR.**

Incidents that have been disclosed should be passed to the Family Support Team. These are then recorded on CPOMS under the category bullying/friendship & other issues, then using the correct subcategory for all children involved. Any further follow up or actions should be added to CPOMS and appropriate staff alerted.

## **6.4 PROCEDURES FOR DEALING WITH COMPLAINTS/ COMPLIMENTS.**

We recognise that there may be times when parents feel that we have not dealt with an incident of bullying and we would ask that this be brought to the Headteacher's notice. If the Headteacher cannot resolve these concerns informally, parents can raise their concerns more formally through the School's Complaints Procedure.

We would also be pleased to receive compliments – feedback from parents when things have gone well.

## **7. SUPPORT FOR CHILDREN, PARENTS AND STAFF DURING AND IMMEDIATELY AFTER INCIDENTS.**

Those individuals who are experiencing bullying behaviour may require short or long-term support. This may range from checking each day with the class teacher/ Family Support Team to check that everything has been okay, to the use of outside agencies.

The perpetrator will be spoken to about the unacceptable nature of their behaviour and the consequences of their actions. Parents should be involved in discussions about of how to support with their child's behaviour. Perpetrators of bullying behaviour should be given support to model acceptable behaviour and friendships.

### **7.1 RANGE OF ACTIONS THAT MAY BE APPLIED**

Each bullying incident will be dealt with on an individual basis. Possible sanctions may include loss of playtime, loss of privileges e.g. clubs, up to exclusions from school.

### **7.2 INTERVENTION STRATEGIES**

A variety of intervention strategies are used at school.

Opportunities will be provided for groups to discuss bullying issues so that children learn to cope better with perpetrators. Similarly, perpetrators need to be placed in situations which require them to see things from the target's position.

Victims of bullying should have their self-esteem raised through activities which are designed to improve their social skills. They should also have support from Family Support Team in conjunction with teachers and parents to work through their feelings.

## **8. ANTI-BULLYING COMMITTEE**

The Family Support Team work together with a School Governor representative, parent representative, KS1 & KS2 support staff representative and Year 6 pupils to form the 'Bullying – A Charter for Action' committee. The committee meet once every term and work together to uphold every child's basic right to learn in a safe and secure environment, free from bullying. The committee organise the annual 'Shakey's Got Talent' for KS2 pupils to raise self-esteem, self-confidence & to celebrate all talents.

## **9. PREVENTATIVE MEASURES**

A caring, co-operative ethos will be created by our Personal, Social and Health Education and through cross-curricular themes. In addition, staff will take the opportunity for the teaching of social behaviour by drawing on incidents as they occur in the daily life of the class.

Our curriculum is used to:

- Raise awareness about bullying behaviour and our Anti-Bullying policy
- Increase understanding for targets and help build an anti-bullying ethos
- Teach pupils how to manage their relationships with others

Current affairs, literature and historical events are chosen to reinforce our Anti-Bullying approach.

We will use assembly stories and collective worship to reinforce the anti-bullying message to pupils. In addition to this, Circle time, drama, stories and the PSHE materials are used to show what pupils can do to prevent bullying and develop an anti-bullying climate in school. School also use KidSafe PSHE programme to promote healthy relationships.

Our school's behaviour policy explains how we promote positive behaviour in our school to create an environment where pupils behave well; where pupils' take responsibility for each other's emotional and social well-being; and where they include and support each other.

Periodic poster campaigns will be used to remind pupils that bullying is not acceptable and to tell them what to do if they are experiencing bullying behaviour. Posters will also tell pupils about Childline and other sources of confidential help.

The playground, corridors, toilets and 'hidden corners' (trim trail area) will be visited by duty staff during break times, supervision of the children is regularly reviewed.

The children are used as a positive resource in countering bullying. Pupils are used to help newcomers or shy children to make them feel welcome and be accepted. The children are taught not to tolerate bullies in their social group as bullies will stop if they are socially excluded.

We will also provide regular training for all staff on spotting the signs of bullying and to respond to it.

## **10. IMPLEMENTATION OF THE POLICY**

The Family Support Team will have a focus in Anti-Bullying week in November each year to formulate a whole school approach to ensure that all pupils and staff are aware of the policy and that they fulfil their obligations to it. They will also ensure that it is brought to the attention of staff, children and parents on a regular basis. The policy is stored on the school's network system.

The head teacher is responsible for introducing and implementing this policy. However, all staff, pupils and their parents have an active part to play in the development of the policy and its success.

### **10.1 SCHOOL GOVERNORS**

- Will ensure that a statement of the school's attitude to bullying behaviour is contained in the school brochure.
- Will ensure that all pupils, parents and adults in the school know that bullying behaviour is unacceptable, and that if they help to stop it, they will be supported.
- Will set up procedures for dealing effectively with specific complaints from parents.
- One of our Governors will take special interest in anti-bullying within school and play an active role on the Anti-Bullying Committee.

### **10.2 MONITORING THE ANTI-BULLYING PROCESS**

The policy is monitored, using the following measures:

- The number of incidents reported to staff over a given period.
- Pupils' perception of bullying behaviour through the Anti-Bullying questionnaires completed by Upper KS2 pupils as part of the Anti-Bullying talks held by the FST each year.
- Pupils' perception of bullying behaviour in school through circle time activities.
- Department for Education and Lancashire Education Authority guidance.

### **10.3 EVALUATING THE POLICY**

The policy will be evaluated each year by the Anti-Bullying Committee and reviewed by the Governing Body every 2 years.